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An Analysis of Mid-Career Teacher Resocialization in Response to Comprehensive School Reform: An Investigation into the Implementation of the International Baccalaureate Primary Years Programme in United States Public Schools

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The material presented here for examination for the award of a higher degree by research has not been incorporated into a submission for another degree.

Russell L. Marino

DECLARATION OF AUTHORSHIP

I am the author of this thesis, and the work described therein was carried out by myself personally.

Russell L. Marino

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ABSTRACT

Effective teaching requires an individual to develop the knowledge, skills and practices required to execute the responsibilities of their role. Prior to entering the field, the majority of prospective teachers engage in a process of pre-service teacher socialization where they learn the foundational knowledge and skills associated with the role-as-teacher. The pre-service socialization process typically takes place in a classroom setting with corresponding practical field experience. Through the first years of experience, a teacher further develops the knowledge, skills and practices associated with the role-as-teacher through a process that is referred to in the literature as beginning teacher socialization. In addition to the knowledge, skills, and practices that align with the role-as-teacher, beginning teacher socialization also provides an individual with the social and cultural understandings that are unique to the role within their school setting. Research demonstrates that effective teacher socialization results in a teacher's positive sense of self-efficacy, role clarity of their position, and social acceptance within their organization. What happens, then, when the role-as-teacher fundamentally changes due to comprehensive reforms?

Comprehensive school reform (referred to as CSR) is characterized by a complete redesign of a school with the intent to reorganize and revitalize the organization with a focus on improving outcomes as measured by student performance. Such reforms have a significant impact on teachers who have successfully socialized into the field and the school organization undergoing reform. While CSR and its impact on teachers has been studied extensively, research is limited on how such reforms impact teachers in the middle of their careers through the lens of teacher socialization. This study aims to analyze the experience of these teachers, referred to herein as mid-career teachers, as they resocialize to the changes associated with comprehensive reform.

Through a thematic analysis of semi-structured interviews of mid-career teachers transitioning from a traditional US public school framework of teaching and learning to the International Baccalaureate Primary Years Programme (henceforth to as IBPYP), the findings from this qualitative study suggest that the implementation of CSRs result in changes to the role-as-teacher that requires a process of resocialization in order to develop the knowledge, skills, and practices associated with the reform model. It demonstrates that the initial reform implementation efforts result in diminished teacher self-efficacy that results from a lack of programmatic understanding and a lack of role clarity associated with the programmatic expectations. The findings further suggest that ensuring a culture that includes intentional professional learning activities and structured, facilitated professional

collaboration help to facilitate the process characterized herein and introduced to the field as mid-career teacher resocialization.

LIST OF ABBREVIATIONS

CSR: Comprehensive School Reform

CSRD: Comprehensive School Reform Demonstration

IBPYP: International Baccalaureate Primary Years Programme

IBO: International Baccalaureate Organization

IB: International Baccalaureate

CHAPTER 1: INTRODUCTION

1.1 Introduction

Entrance into the field of teaching requires an individual to participate in a range of socialization experiences to ensure they have developed the knowledge, skills, and practices necessary to successfully execute the role-as-teacher (Cottrell and James, 2016). While the socialization process may vary depending on the national and state regulations that govern teacher preparation and induction programs, teacher socialization is characterized within the research as occurring in two phases: pre-service teacher socialization (Virta, 2002; Stokking, et. al., 2003; Forseille and Raptis, 2016; Chou, 2011; Greenberg, et al, 2011) and beginning teacher socialization (Smagorinski, Ryme, and Moore, 2013; Kearney, 2015). By engaging in the teacher socialization process, an individual develops the role clarity, self-efficacy, and social acceptance required to confidently and effectively execute the responsibilities of teaching within their school, municipal, state, and national context.

Having successfully socialized into the field, a mid-career teacher has developed a clear understanding of the expectations, skills, policies, classroom and student management, lesson design and delivery responsibilities (Solomon, et al, 1993; Banville and Rikard, 2009) to provide them with a positive sense of self-efficacy associated with successful teacher socialization. What happens, then, when the mid-career teacher encounters substantial change within their school organization that fundamentally shifts their role boundary (Cottrell and James, 2016) and requires them to adapt to these changes?

1.2 Focus of the Research

While there has been extensive research conducted to understand the process of teacher socialization, there is limited understanding of the process mid-career teachers experience when their organization and their role-as-teacher change. This inquiry will explore the impact of change on mid-career teachers through the characterization of a process referred to herein as mid-career teacher resocialization. Rooted in the idea that significant change within a school organization and to the role-as-teacher requires a previously socialized teacher to adapt, or resocialize, to the new expectations of their role within their changed organization (Margolis and Nagel, 2006; Johnson and Fargo, 2010).

Through qualitative methods and analysis, this study will characterize the resocialization experience of 12 participating teachers across three participating public elementary schools in the United States. This study will investigate the specific ways that comprehensive changes within their school impact their role-as-teacher, their self-efficacy, and the nature of social engagement among colleagues throughout the change process. It will also explore the specific conditions within the participating schools that influence the

resocialization process of participant teachers. Ultimately, this thesis will introduce and characterize the process of mid-career teacher resocialization to the field.

1.3 Rationale for the Research

While the primary driver for doctoral research is rooted in an effort to bring new knowledge to the field by filling in gaps in the literature, there are, often personal drivers that initiate the research process including the professional and/or academic history of the researcher, first-hand experience with phenomena that are yet to be documented in the literature, and an identified gap in the literature. This section will provide the rationale for this thesis. Sub-section 1.3.1 will provide a background of the researcher including his experience as a school leader. Sub-section 1.3.2 will provide that rationale related to the absence of available literature related to mid-career teacher experience in the context of comprehensive school reform. Section 1.3.3 will provide a rationale for the use of the IBPYP as a reform model, including a brief history of the IBPYP in America, which represents a neglected area within the literature.

1.3.1 Background of the Researcher

For the past 12 years, I have been a school leader in a variety of contexts including 2 years as the Director/Head of School at an International School in Germany and ten years as an elementary school leader in the public (state funded) system in Massachusetts, USA. As a school leader with a propensity to initiate change focused on school improvement within the organizations that I lead, I have observed the experience of my staff as they adapt through the change process. Throughout my experience, I have noticed that teachers in the middle of their careers, identified in the current research as mid-career teachers and defined in Chapter 2, struggled to adapt to substantial change within the organization. This has been true in each of the three schools where I have led. Throughout these experiences, I have attempted to gain the knowledge, through research, to support this cohort of teachers through the change process more effectively. It is here that I first noticed a significant gap in the literature.

Beginning in 2016, as a principal of a public (state funded) elementary school (Grades Prekindergarten – 6), I was tasked with implementing the International Baccalaureate Primary Years Programme as a reform model. As previously experienced, I recognized that teachers in the middle of their career struggled to adapt to the principles and practices prescribed by the IBPYP. Noting that my previous attempts to gain the knowledge necessary to support this cohort of teachers, I elected to use this experience as a principal as

the foundation of my doctoral thesis. It is noted in Chapter 4 that I utilized my school and its mid-career teachers to pilot the data collection process to be used in this study.

Recognizing my dual role as both a researcher and a school principal with experience implementing the IBPYP in the context of this study, I note in Chapter 3.8.4 my efforts to remain conscious of my potential biases and uninformed opinions throughout the research process. To ensure credibility of the research, I made conscious efforts to ensure that the emergence of themes was a product of the data collected supported by a process of respondent validation and not from my predisposition informed by experience

1.3.2 Literature-based Rationale

With the increased availability of performance data in recent decades, schools have experienced wide-ranging change that has had significant impacts on all facets of the school organization. Over the past 40 years, there have been numerous attempts by governmental organizations to facilitate change that results in increased student performance. Throughout the second half of the 20th century, school reform efforts were initiated in an attempt to provide equal opportunities to all students and to increase overall student achievement through the establishment of high standards and greater accountability, and improve the practice of teaching professionals (Pekkanrinen, Uusitalo & Kerr, 2009; Chester, 2014; Elmore, 1995; Goodman, 1995). In some instances, school reform took an incremental approach while other governmental organizations approached reform through a more comprehensive approach that is currently referred to as comprehensive school reform (henceforth referred to as CSR) (Borman et. al., 2002; Slavin, 2007).

Research into the impacts of different reform models are robust and articulate the successes and failures of different reform efforts (Borman, et. al, 2003; Waldron and McLeskey, 2010; Jennings, 2012). Throughout the literature, there is common reference to the impacts of reform efforts on teachers, how they make sense of the changes, and ways that educational reforms impact their professional experience. The literature, however, does not provide a clear understanding of the process mid-career teachers experience as they adapt to the changes within their school organization.

1.3.3 Rational for use of the International Baccalaureate Primary Years Programme in the United States Public School

The IBPYP was introduced in 1997 as the 3rd programme offered by the International Baccalaureate Organization (referred to herein as IBO). As was the case with the two previous programmes (the Middle Years Programme and the Diploma Programme),

the IBPYP was developed to provide a common curriculum that could be adopted around the globe that would provide a 'continuity of learning' with the primary aim of developing internationally minded learners (International Baccalaureate Organization, 2017). While the original intent of the program was to provide a continuity of learning for the children of globally mobile families, it has become a popular model of reform for public elementary schools in the United States.

A report from the International Baccalaureate Organization (International Baccalaureate Organization, 2014b) provides some context for the program in the context of the United States and the US public school network. It notes that the IBPYP was introduced to the US public school environment in 1999 when the Academy of International Elementary School in Colorado implemented the program. Since then, the program has experienced a rapid expansion across the United States public school network and now has 517 authorized IBPYP schools (as of April 1, 2020). A study conducted by Gordon et al (2015) demonstrated that 65% of IBPYP public schools were identified as Title I schools, or those servicing students who are identified as socio-economically disadvantaged.

While the IBPYP has experienced a rapid expansion in United States public schools, it has been widely neglected in the literature. Specifically, there have been no studies that investigate the rationale driving a United States public school's decision to implement the IBPYP, the impact implementation of the IBPYP has on the teachers asked to deliver the framework, or the effects the IBPYP has on student performance. This research inquiry will provide insights to the field related to the IBPYP in the US public school context and its impacts on teachers, specifically mid-career teachers, as they adapt to the changes that result from its implementation.

1.4 Aim of the Research and Research Questions

1.4.1 Aim of the Research

The aim of this thesis is to analyze the process of mid-career teacher resocialization in response to CSR. Mid-career teacher resocialization is a concept introduced to the field through this research inquiry.

1.4.2 Research Questions

The research questions that will guide and be answered by my enquiry are:

1. What are the lived experiences of mid-career teachers in the context of CSR?
2. What are the cultural and structural impacts of CSR as described by mid-career teachers?
3. How do mid-career teachers characterize their adaptation to cultural and structural shifts that result from CSRs in their school?

4. What are the challenges and opportunities that mid-career teachers perceive during CSR measures in their school?
5. What new understanding of mid-career re-socialization emerge from the application of a joint role-boundary and cultural perspective?

1.5 Content and Structure of the Thesis

Chapter 2 will review the literature across multiple topics that will provide the reader a context for this investigation. Chapter 2 begins with an introduction of the theoretical perspectives, the role boundary and cultural adaptation, that will be used as a lens for investigation. This will be followed by a review of the literature associated with organizational socialization and teacher socialization. Next, this chapter will introduce the concept of mid-career teacher resocialization as a concept for investigation.

After the introduction of mid-career teacher resocialization as a concept for investigation, Chapter 2 transitions into a review of the literature that provides context for the investigation of mid-career teacher resocialization in the current study. It will review the literature associated with CSR and the qualities that define the reforms. It will, then, provide a justification for the use of the International Baccalaureate Primary Years Programme (referred to henceforth as IBPYP) as a model for CSR in this study. Chapter 2 concludes with a review of the literature that addresses the impact of CSRs on teachers within the reforming school and, in particular, addresses the impact of reforms on the role clarity, self-efficacy, and social acceptance of teachers within the reforming organization.

Chapter 3 of this thesis provides the reader with a detailed review of the methodology and methods employed to conduct this investigation. Rooted in a qualitative approach to social research, Chapter 3 introduces the aim of this study supported by the five research questions that guided the inquiry. This introduction of the aim is followed by a brief articulation of the ontological and epistemological orientation of the researcher. After the introduction of these foundational methodological components, Chapter 3 continues with a review of the methodological considerations and the theoretical frameworks utilized to guide the current research.

After the methodological considerations covered in the first part of Chapter 3, it continues with a description, supported by the literature, of the methods employed to conduct this qualitative investigation. It provides a justification for the use of semi-structured interviews as a primary data-collection tool as well as reviews the literature that supports the sampling model used in this study. This chapter continues with an articulation of the process of data analysis, specifically thematic analysis through the lens of interpretive

phenomenology. Chapter 3 concludes with a review of the validity and reliability of the study as well as the ethical considerations employed during this inquiry.

Chapter 4 provides a summary of the results and findings that emerge from the thematic analysis of the data collected during the investigation. Using evidence collected during the data collection and analysis phase of this thesis, Chapter 4 provides evidence to support the articulation of four primary themes that arise from this study. Those themes include:

1. The decisions made by and expertise of school leadership is a factor impacting mid-career teacher resocialization
2. Implementation of the IBPYP results in a shift in the role-as-teacher for mid-career teachers due to the complexity of the program and the new knowledge and skills required to deliver the program
3. There are specific cultural and structural changes that result from the implementation of the IBPYP that impact mid-career teachers
4. Adaptation to components of the IBPYP have a negative impact on mid-career teachers' sense of self-efficacy.

The purpose of Chapter 5 is to analyze and discuss the main findings identified in Chapter 4 that characterize the process of mid-career teacher resocialization experienced by participants in this study. Chapter 5 will be structured in a way the explicitly answers the research questions introduced in Chapter 3 that guide this inquiry. Chapter 5 will culminate with the introduction of a model that represents the process of mid-career teacher resocialization and includes that conditions found within the schools included in this study that support the facilitation of the resocialization process. In an effort to provide a clear articulation of the resocialization process, this chapter will highlight parallels between the pre-service and beginning teacher socialization outlined in Chapter 2 with the process of resocialization experienced by participants in this study.

Chapter 6 will offer summarizing thoughts related to the outcomes of this inquiry. After a brief introduction, Chapter 6 will provide a synthesis of the outcomes of this investigation, including:

- Role Clarity in Mid-Career Teacher Resocialization
- Self-efficacy in Mid-Career Teacher Resocialization
- Social Acceptance in Mid-Career Teacher Resocialization

This chapter will continue with an articulation of the original contributions to the literature provided by this investigation and will conclude with potential opportunities for future investigation.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

CSR played a central role in educational reform over the past half century (Borman et. al., 2002; Slavin, 2007). Such reforms are characterized by a fundamental and complete revision of the structures and practices employed by a school with an ultimate goal of improving learning outcomes for students, typically defined by achievement on standardized assessments. While there has been significant research into the impacts of CSR on student achievement results and the nature of reforms for practitioners, the research into the impact of CSR on a mid-career teacher's experience as they adapt to comprehensive changes within their school is limited. This research inquiry endeavors to provide the field of education research with a new understanding of the impact of school reforms, particularly as it relates to mid-career teachers.

This chapter will explore the literature in multiple domains related to the concept of mid-career teacher resocialization. Section 2.2 will introduce the theoretical lens that will be used to analyze the process of mid-career teacher resocialization. Here, the reader will develop foundational understanding of the role boundary perspective (Cottrell and James, 2016) and cultural adaptation which is introduced here as a lens by which to analyze shifts in organizational culture that result from CSR.

Sections 2.3 and 2.4 will examine what is meant by socialization and teacher socialization. Through this examination, it will provide an understanding of organizational socialization in general terms and the processes and practices employed to facilitate the socialization process in an educational context. These sections will conclude with a discussion of the limitations of the current research, particularly as it relates to the absence of research related to resocialization that occurs during role transformation for the mid-career professional.

Section 2.5 will explore the concept of the mid-career teacher through an analysis of the literature and regulations that address the stages of a teacher's career. This section will articulate a clear gap in the literature that defines, with clear parameters, the stage of a teacher's career that will be referred to as the mid-career. This section will also introduce the concept of mid-career teacher resocialization with an acknowledgement of the limited nature of literature that relates to this concept.

Section 2.6 will review the literature that defines CSR as a model for change within an educational organization. It will analyze the characteristics of a CSR model and argue

that the International Baccalaureate Primary Years Programme qualifies as a CSR model when it is chosen by an established school to supplant previous instructional design.

Section 2.7 will explore the impact of CSR on teachers tasked with the implementation of reforms. Specifically, it will analyze the impact of CSR on teachers' concept of role clarity, its impact on their self-efficacy, and CSR's impact on the social dynamics within the school. This chapter will conclude with section 2.8 that will detail some concluding comments that provide a rationale for this research inquiry.

2.2 Theoretical Framework

This investigation will analyze mid-career teacher resocialization through a combined role boundary and cultural adaptation perspectives as a theoretical framework for analysis. The following sub-sections will review the literature of these perspectives. The first sub-section will provide an analysis on the literature supporting the role boundary perspective that was introduced to the field by Cottrell and James (2016). This introduction of the role boundary perspective will be followed by literature supporting the introduction of the concept of cultural adaptation as a framework for analysis.

2.2.1 Role Boundary

In their investigation into the socialization process of new headteachers, Cottrell and James (2016) characterized the concept of 'the role boundary' as the demarcation point between legitimate and illegitimate behaviors as they relate to the role within the organization (Cottrell and James, 2016). The role boundary theory has provided a valuable practical structure as an application of Giddens' structuration theory (1976; 1984).

To date, the concept of the role boundary perspective has seen limited use in the field but has proven to be a valuable tool for the analysis of socialization and resocialization in the school context. In their study of new headteacher socialization, Cottrell and James (2016) "identified critical incidents experienced by new headteachers that resulted in the formation of the headteachers' conception of their 'role-as-practice' and their 'role-as-position'" (11). They concluded that "early stages of headship can be very challenging in various ways; showed the value of using critical incidents in investigations of headteacher socialization; and established the value of the role boundary perspective in explaining the dynamics of headteacher socialization" (Cottrell and James, 2016, 17). This study introduced the role boundary perspective to the field.

Recognizing that the role boundary perspective is conceptually new to the field, it is important to acknowledge its limitations in the context of this study. As mentioned previously, the role boundary perspective has yet to receive wide-spread attention in the field of socialization in an educational context. While the original study has been peer reviewed, it remains a contested theoretical perspective and requires additional application for effective confirmation. In addition, though it was established in the study of socialization in an educational context (new headteacher socialization), it has not been applied to the process of teacher socialization or mid-career teacher resocialization. Finally, the original study analyzed critical incidents to identify the demarcation point between legitimate and illegitimate responsibilities related to the role-as-headteacher. The current study utilizes semi-structured interview responses to analyze the mid-career teacher experience through the process of resocialization. While these are acknowledged limitations, this study represents an opportunity to reinforce the principles of the role boundary perspective in the field, which represents an original contribution to the literature.

I propose that changes in the role boundary are a significant contributor to the resocialization process that will be analyzed as part of this study, so too are the cultural values and beliefs of both the organization and the individuals experiencing organizational change. The next section will review the literature related to the cultural perspectives that exist within a school organization and those of teachers and make considerations related to how the cultural values of individuals and the organization may act as mechanisms for change that result in a resocialization for the mid-career teacher in the context of CSR.

2.2.2 Cultural Adaptation

Throughout the literature. organizational culture, school culture, and the impacts of change on organizational and school culture have been investigated with relative depth (Gordon and Patterson, 2008; Teasley, 2017; Strahan, 2003; Bassett, 2011; Arani, Keisuke, and Lassegard, 2010). These studies, and others, endeavor to provide a cultural context to practice and change within schools across contexts and apply theories of cultural understanding to their investigations. There is limited research in the literature, however, that explicitly details a process of cultural adaptation that professionals experience when changes in the organization or school are designed to fundamentally alter the structural and cultural makeup of the organization.

Organizational culture is widely defined or referred to as the “common values, attitudes, beliefs and norms” (Brown, 2004, 4) of an organization. Further attempts to define

school culture reference the shared beliefs of parents, teachers, students, leaders and other stakeholders that contribute to and influence behavior and action within an organization (Prosser, 1999; Hinde, 2004, Arani et al, 2010). Stenton-Spicer and Darling (1987) characterized school culture as the "values and attitudes, the interests, skills, and knowledge… current in the group they seek to become a member" (1987, 12). There is a relative commonality in the approach to defining organizational culture and the studies referenced above utilize a view of organizational culture to explain structures, behaviors, and attitudes within an organization.

This research will look at organizational culture in schools through a somewhat modified perspective. While Gordon and Patterson (2008) conclude that educational reform is a "complex cultural endeavor" (33), they also conclude through their conclusions and additional literature review (Gordon, 2002; Patterson, 2002; Whitford, 1987) that schools interpret changes through a preexisting cultural lens and "legitimates preexisting educational practice" (Gordon and Patterson, 2008, 33) rather than producing new educational practice and beliefs within the school context. Here, I hypothesize that comprehensive change applied to the school organization result in fundamental changes to the experience of the mid-career teacher. Specific changes in the organization and its structures have a corresponding influence on the cultural beliefs of established professionals, resulting in a shift in their cultural belief systems. For purposes of this study, I will refer to this shift in cultural beliefs experienced by both a school organization and its mid-career teachers as cultural adaptation.

2.3 Organizational Socialization

2.3.1 Introduction

"Organizational socialization (OS) is the process through which a new organizational employee adapts from outsider to integrated and effective insider" (Cooper-Thomas and Anderson, 2006, 492). Through a review of the literature, section 2.2 will begin with an overview of the concept of OS. This overview will be followed with sub-sections that address the impact of organizational socialization practices on the role clarity, self-efficacy, and social acceptance of newcomers into an organization.

2.3.1.1 Organizational Socialization

When an individual agrees to join an organization, he/she is doing so as an outsider. That is, he/she is unfamiliar with the goals, expectations, processes, and values of the organization he/she has agreed to join. Over a period of time, this individual learns 'the

ropes' of the organization in order to become an effective contributor to its goals and objectives and adapts from being an outsider to productive and integrated insider. Recognizing that professional organizations are complex, multi-dimensional entities, the organizational socialization process is equally multi-dimensional.

Research on organizational socialization provides a deep and wide perspective on the process individuals experience as they acclimate to their new surroundings. Due to this depth and breadth of research, there are a multitude of perspectives from which to provide context to the process of organizational socialization. Chou et. al (1994) analyze the nature of organizational socialization through 6 dimensions, including performance proficiency, people, politics, language, organizational goals and values, and organizational history. Cooper-Thomas and Anderson (2006) suggest that there are two models of organizational socialization, including Morgan and Levine's model that considers newcomers to a social group (Moreland and Levine, 1982, 1984, 1988; Moreland, 1985; Levine and Moreland, 1994, 2004 in Cooper-Thomas and Anderson, 2006) and their own summary of research that produced a "general model into work groups" (Anderson and Thomas, 1996 in Thomas-Cooper and Anderson, 2006, 495). Cottrell (2013) suggests that there are "two predominant processes of socialization" (17 - 18) including serial socialization and divestiture methods of socialization. While each researcher analyzes the nature of organizational socialization through a different lens, there is general agreement on the relative definition of organizational socialization as a process "concerned with the learning content and process by which an individual adjusts to a specific role in an organization" (Chou et. al., 1994, 492).

Bauer et. al. (2007) provided a meta-analysis of the antecedents, outcomes and methods related to a newcomer's adjustment to organizational socialization. This meta-analysis focuses on a model of organizational socialization that "treats role clarity, self-efficacy, and social acceptance as three key indicators of newcomer adjustment" (707). The extent to which an individual successfully integrates into a professional organization in any one of these dimensions is likely to have a direct impact on their job performance, professional attitude, and rates of turnover (Bauer, et. al., 2007). In particular, failure to successfully integrate may result in high rates attrition (Kearney, 2015; Phillips, Esterman and Kenny, 2015; Ronfeldt and McQueen, 2017). The following sections will synthesize the literature in each of these three elements as it relates to the socialization process.

2.3.1.2 Role Clarity in Organizational Socialization

Bauer, et. al. (2007), in referencing Feldman (1981), refers to the concept of role clarity as the ability to understand "job tasks to perform and understanding task priorities and

time allocation" (708). This concept of role is presented throughout the literature on socialization and has become the foundation of new perspectives such as the role boundary perspective introduced to the field by Cottrell and James (2016). When characterizing the role within an organization, it is essential to recognize the role has multiple dimensions including that include the specific nature of the work, the structural facets of the organization that define the parameters of the role within the organization, and regulations and policies that govern professional behavior within the work environment, specific tasks and responsibilities of the job and adherence to the rules and regulations of the organization.

The nature of the role and its importance to the socialization process is evident throughout the literature (Feldman, 1981; Bauer, 2007; Cottrell and James, 2016). Feldman (1981) demonstrates that the nature of the role, its demands, and the tasks and responsibilities are central to the socialization process of a member into an organization. Though he recognizes that there are many variables that must be considered throughout the socialization process, he notes that clearly defined roles, the expectations attached to those roles with regard to the tasks assigned to them, and a congruence between the skills and abilities of the member with the parameters of the position are essential to ensure effective socialization into an organization. Feldman's recognition of the role and its place in organizational research remains valid and the notion of role continues to have relevance in more contemporary research.

The notion of role is critical to the establishment of the role boundary perspective, introduced by Cottrell and James (2016). Rooted in previous work by James et. al (2006), the notion of the role-as-position and role-as-practice are key to the effective socialization of a member into an organization. Through their articulation of the role-as-position, James et.al. reinforce Feldman's argument that the role must be clearly identified to a new member with the specific tasks, practices, and expectations of the role conveyed to the new member. It is then, James et.al. argue, the responsibility of the new member to "find (identify appropriate practices), make (develop those practices into a coherent set) and take up their role-as-practice (begin undertaking those practices) during socialization" (9). This process, by which a new member develops the key responsibilities, skills, and task awareness of their new role, becomes foundational to the socialization process and the establishment of their perceived 'role boundary' (Cottrell, 2013; Cottrell and James, 2016; James et. al., 2006).

Socialization into a new organization is not limited to the developed familiarity, understanding, and competence related to the technical skills required by the position. Through the development of the core skills related to the role-as-position, a member will develop a sense of self-efficacy toward the position that allows that member to feel secure in their position within the organization (Bauer et al., 2007; Jones, 1986; Gruman et al., 2006).

Though professional competence within the role is of fundamental importance to a new member's success, an individual must be provided an opportunity to adapt to the values, norms, and expected social behaviors within the organization as well. It is only when an individual develops their sense of self-efficacy and social acceptance into the organization that an individual can become fully socialized.

2.3.1.3 Self-efficacy in Organizational Socialization

While a newcomer to an organization must clearly understand and accept the role for which they have been assigned, Bauer et al (2007) identifies self-efficacy as a key component of the socialization process for an individual new to an organization. Significant attention has been paid to self-efficacy throughout the literature as it relates to newcomer adjustment to an organization (Bauer and Green, 1998; Bauer et al., 2007; Jones, 1986; Gruman et al., 2006). Throughout the literature, self-efficacy is characterized as the extent to which people believe they can successfully organize and execute the tasks and behaviors required to produce outcomes in their role (Bandura, 1997; Bandura, 1986; Bong, 2006). A primary goal of organizational socialization tactics is to provide newcomers with the supports necessary to develop feeling of self-efficacy, as the research supports that such feelings of self-efficacy often determine the extent to which a newcomer experiences job satisfaction, commitment to the role and the organization, perceptions of job performance, and, ultimately a newcomer's intentions to remain in the organization (Bauer, 2007).

Research suggests that individuals who develop high levels of self-efficacy ultimately achieve higher levels of performance (Stajkovic and Luthans, 1998). It has also been found that higher levels of self-efficacy lead to higher levels of perseverance (Saks, 1994) when dealing with anxiety and challenges related to their role. It makes sense, then, an organization intentionally supports a newcomer's development of a positive self-efficacious perspective through the implementation of socialization tactics that support an individual's ability to develop the capacity to achieve the desired outcomes of the position.

The tactics that an organization employs to facilitate the socialization process has a direct correlation with the level of self-efficacy one develops with regard to their new role and their new organization (Bauer et al., 2007). Through both individualized and institutionalized socialization tactics, a newcomer can develop both the contextual role clarity of the individual's place within the organization as well as familiarize the newcomer to the cultural norms and expectations within the organization, thus constructing a positive belief in their ability to achieve in their role (Bauer et al., 2007; Gruman et al., 2006). Institutional socialization tactics are characterized by "common initiatory and learning

experiences [that are] … formal in that it occurs outside a newcomer's work setting [and]… offers explicit guidelines" (Allen and Meyer, 1990, 847) about the nature of the organization, the role orientation, and the expected performance outcomes while individualized socialization tactics are characterized by Allen and Meyer (1990) as unique and informal learning experiences that occur in the context of the working environment. The research suggests that institutionalized socialization tactics, that offer more explicit direction and greater clarity with regard to role orientation and organizational expectations has more positive correlation with "newcomer adjustment and outcomes" (Bauer et al., 2007, 716) including higher retention rates, increase likelihood of proactive behaviors (Gruman et al., 2006), and the establishment of positive self-efficacy for individuals.

There is some support that individualized, on the job, training can have a positive impact on the development of a newcomer's sense of self-efficacy. Walumbwa et. al. (2011) studied the role of ethical leadership and the development of self-efficacy and found that individualized socialization tactics including individual feedback from a credible source, performance modeling by their managers, and the focus of leadership on the process associated with the work rather than outcomes all had positive implications for the enhancement of self-efficacy for newcomers. Though informal in nature, and highly individualized, these strategies in concert with more institutional approaches to organizational socialization can result in a newcomer's positive perceptions of their ability to accomplish the tasks associated with their new role in their new organization, thus leading to a more positive perception of their role, organization, and performance.

2.3.1.4 Social Acceptance in Organizational Socialization

Researchers characterize social acceptance in organizational socialization as "coming to feel liked and trusted by peers" (Bauer et. al., 2007, 708). It is suggested that organizational socialization intents to, in part, reduce the uncertainty of a newcomer through "information provided via various communication channels" (Saks and Ashforth, 1997, 236) predominantly through social interactions with superiors and peers (Louis, 1980). Organizations accomplish this through intentional tactics that provide newcomers with the support of peers that can act as role models as well as formal process by which supervisors can provide feedback to the newcomers that can reinforce the expectations of the organization (Bauer et. al., 2007). Specifically, social tactics of organizational socialization "encourage organizations to provide mentoring and positive feedback to newcomers" (Bauer et. al., 2007, 709) in a way that fosters a greater sense of belonging within the organization.

Ratković-Njegovan and Kostić, (2014) support the conclusion that organizational socialization must extend beyond the "cognitive, symbolic, and professional adaptation" (36) of a newcomer and must assume that it also includes a "process of social adjustment and acceptance by others" (36) within the organization. They suggest that social acceptance is of "great importance for a good organizational climate" and may "improve the levels of synergy and enable better… results to be achieved" (36). By developing strong social adjustment and acceptance during the organizational socialization process supports a reduction in issues related to human relations within the organization and can increase the level of collaboration, communication and teamwork when working toward a common outcome. It may also lead to organizational commitment, self-confidence, improved conflict resolution, and a positive attitude toward the organization for the newcomer (Carneveale et al., 1989). The research demonstrates that building a sense of social inclusion "represents an important step in building the employees' working capacity" (Ratković-Njegovan and Kostić, 2014, 37).

2.3.2 Concluding Comments

Organizational socialization is a field that has been extensively investigated across industries where researchers have analyzed the process of organizational socialization through different lenses. Here I reviewed the literature that considers the process of organizational socialization through the lenses of role clarity, self-efficacy, and social acceptance within the organization. The following section will build upon this understanding by looking at the concept of organizational socialization in the context of a teacher's process of socialization to the field of teaching and local context of a school.

2.4 Socialization Research in a School Context

Organizational socialization research has provided the field with an understanding of the socialization process of individuals into organizations across fields, including education and schools (Günes, 2019; Fedai Cavus, 2012; Smith et al, 2017; Kowtha, 2018). The research is robust in three key areas of organizational socialization in schools: Pre-service teacher socialization (Virta, 2002; Stokking, et. al., 2003; Forseille and Raptis, 2016; Chou, 2011; Greenberg, et al, 2011), beginning teacher socialization (Smagorinski et. al., 2013; Kearney, 2015; Nasser-Abu Alhija and Fresko, 2010), and headteacher socialization (Cottrell and James, 2016; Male, Bright, and Ware, 2002). The following sub-sections will address the available literature in the areas of pre-service and beginning teacher socialization

and will focus on the impacts of these on a developing teacher's sense of role clarity, self-efficacy, and social acceptance within their role within the school organization.

2.4.1 Pre-service and Beginning Teacher Socialization

The process of becoming a teacher, in the majority of cases, begins at the university level and the pathway to competence in the classroom continues through the first years of a teacher's career. Research on teacher socialization focuses on these two phases of the teaching career to articulate the specific ways that an individual is prepared for the myriad of challenges he or she will face throughout their career in schools. The phase of teacher socialization that takes place at the university level is referred to in the literature as 'pre-service teacher' (Virta, 2002; Stokking, et. al., 2003; Forseille and Raptis, 2016; Chou, 2011; Greenberg, et al, 2011). The phase of teacher socialization that takes place in the first years of the career is referred to as socialization of the 'beginning teacher' (Smagorinski et. al., 2013; Kearney, 2015; Nasser-Abu Alhija and Fresko, 2010). This section will provide a brief review of the processes and practices associated with Pre-service and Beginning teacher socialization.

2.4.1.1 Pre-service Teacher Socialization

Pre-service teacher socialization is the process by which individuals are introduced to the concepts, skills, knowledge and practices that will be essential to their success in the classroom once the enter the field as a teacher. Teacher training programs introduce prospective teachers to the specific tasks, practices, and expectations of the role-as-practice described in Cottrell and James (2016). Through a combination of both formal learning, typically in the university classroom setting where they are provided with the theoretical understanding of the principles and practices of teaching and learning, and practical experience, where pre-service teachers work with a cooperating teacher in their student teaching placement to develop a more practical application of many of those theories (Brouwer and Korthagen, 2005). Through teacher preparation programs, teachers are provided with an opportunity to develop a wide-array of theoretical understandings and practical skills that will be essential for their future success. Such learning experiences provide pre-service teachers with an increase belief in their ability to enter the field with the skills necessary to meet the demands of the role they pursue (positive self-efficacy).

The development of these understandings are the product of interactions with others within the context of their learning community (Putnam and Borko, 2000) and, thus, may not always provide a comprehensive understanding of what the teaching role might fully entail

once the career begins, as the experiences of the 'others' in the training process may be contextually limited. Due to the nature of teacher training, the diverse contexts of professional learning that takes place in the pre-service teacher training process, and the contextual understanding provided by the instructors and cooperating teachers during student teaching, a candidate teacher may experience conflicting ideas of how to be successful in the classroom. Therefore, the socialization of the pre-service teacher results in an incomplete socialization process that requires additional attention once the candidate teacher moves into the beginning phase of her career. A phase of teacher socialization referred to in the literature as beginning teacher socialization.

2.4.1.2 Beginning Teacher Socialization.

Pre-service teacher training provides a prospective teacher with some of the foundational skills and knowledge required to successfully transition into the classroom as a fully qualified teacher. It does, however, result in an incomplete socialization into the field of teaching (Virta, 2002; Stokking, et. al., 2003; Forseille and Raptis, 2016; Chou, 2011). While knowledge and skills that a preservice teacher develops are essential, pre-service teacher socialization is devoid of the contextual skills and understandings that are presented to the beginning teacher who is hired into a specific role within a specific school setting. Beginning teacher socialization (Smagorinski, Ryme, and Moore, 2013; Kearney, 2015) or new teacher socialization (Bausell and Glazier, 2018; Nasser-Abu and Fresko, 2010) extends the learning from the pre-service teacher training program to provide a more complete teacher socialization process.

Beginning teacher socialization is "characterized by the acquisition of knowledge, skills, values, and norms of both the teaching profession and the local school community" (Nassar-Abu and Fresko, 2010, 1592). It is a "critical stage in the socialization of teachers occurs when they have to make the transition from being a student in a pre-service training program to being a teacher in a classroom of their own" (Nasser-Abu and Fresko, 2010, 1595). A beginning teacher encounters a myriad of challenges that a pre-service teacher training program leave them unprepared to manage including building relationships with parents, balancing classroom duties with non-teaching responsibilities, classroom management challenges and others (Banville and Rikard, 2009). Beginning teacher socialization is achieved through both formal and informal means at the outset of the teacher's career.

To facilitate the successful transition of a beginning teacher into the classroom, school districts implement a variety of formal, institutional socialization tactics including

new teacher induction programs (Feiman-Nemser, 2001; Martinez, 1994; Wong, 2004; Nassir-Adu and Fresko, 2010) and informal socialization strategies including teacher interactions with key stakeholders, including colleague teachers, students, parents and administration (Smagorinski, Ryme, and Moore, 2013; Bausell and Glazier, 2018) to mitigate the challenges that a new teacher faces. Formal strategies include induction programs where new teachers are provided with direct instruction of the practices, expectations, and role definitions of the teaching role within the specific school and district where they've been hired and mentoring programs that support ongoing adaptation and learning within the new role. Mentor programs have become widely implemented and are now required in the majority of states in the United States for teachers entering the field of teaching in the public (government funded) school setting and have been intentionally designed to support the new teacher through the many challenges that they will face (Kirby et. al., 1992). Formal structures to support the socialization of a beginning teacher have been instrumental is supporting the transition into the teaching field but equally important in the socialization process is the informal training, support, and guidance that beginning teachers get from their colleagues.

Fundamental to the successful socialization of a beginning teacher into their school organization are the informal interactions that take place on a daily basis between the beginning teacher and her the established members of the school community, including parents, administration, and colleague teachers (Smagorinski, Ryme, and Moore, 2013; Bausell and Glazier, 2018). Though subtler than the mentoring and induction programs, informal social interactions help the beginning teacher develop a deep sense of the culture, norms, and values of the organization that are difficult to convey in a more formal setting. Through informal interaction, beginning teachers get a clear sense of the genuine expectations of the community, the feelings and emotions that pervade the school, and the ideals that drive the organization forward. Beginning teachers also develop understandings of the expectations through formal feedback from their principal and through informal observation of the leader's actions that, as Walumbwa et al. (2011) suggest can act as a means to enhance a newcomer's self-efficacy. This on the job training is a key contributor to a beginning teacher developing the self-efficacy that Feldman (1976), Bauer et. al. (2006) and Walumbwa et al (2011) refer to in their investigations into the process of organizational socialization and these informal interactions help to provide a beginning teacher with the sense of belonging that is crucial for long-term satisfaction.

2.4.2 Teacher Self-efficacy – Pre-service and Beginning Teacher Socialization

As the research referenced in the previous sections shows (Virta, 2002; Stokking, et. al., 2003; Forseille and Raptis, 2016; Chou, 2011; Greenberg, et al, 2011; Smagorinski, Ryme, and Moore, 2013; Kearney, 2015; Bausell and Glazier, 2018; Nasser-Abu and Fresko, 2010), pre-service and beginning teachers are socialized through a series of formal and informal learning experiences to support them in the development of the essential skills required of a teacher. As demonstrated above, pre-service teacher socialization, which includes formal learning in a structured classroom environment, typically at the university level combined with practical learning experiences in a school setting create a foundation of competencies that may lead to a successful transition into the teaching field. The beginning teacher socialization strategies are intended to reinforce those skills, foster new, more complex skills, and provide an orientation to the expectations and culture of the specific school context. Together, the socialization systems that have been implemented to support pre and beginning teacher socialization help to foster a personal sense of self-efficacy for the early-career teacher.

Friedman and Kass (2002) proposed a conceptual model of teacher self-efficacy named the Classroom and School Context model that combines the technical skills of classroom instruction with the interpersonal skills required to facilitate the relationships with students, parents, colleagues and the principal. This model also takes into account the nature of an individual's ability to integrate into the nature of the organizational function. This model demonstrates the multi-faceted nature of a teacher's responsibilities and the many domains into which teachers are socialized. Failure to develop the skills and competencies during the pre and beginning teacher phases of a career can result in a failure to develop the confidence and belief in oneself as a teacher to accomplish the responsibilities of the position.

Failure to effectively socialize into the field as a teacher could result in an absence of positive self-efficacy for the beginning career teacher. Chesnut and Burley (2015) noted that weak and/or maladaptive sense of teacher self-efficacy tend to have diminished confidence in their ability to make a difference in the classroom while having a negative impact on the potential longevity of their career (Klassen and Chiu, 2011). Therefore, the primary goal of early career socialization practices, both formal and informal, must be focused on the development of skills and knowledge that lend to an individual's developing confidence in their ability to do the job. If a teacher develops a sense of positive self-efficacy in their ability to accomplish the responsibilities of the role, he/she is likely to believe that he/she can make a positive impact on her students and her school and will likely demonstrate

greater commitment to the role over time (Bandura, 1997).

2.4.3 Teacher Social Acceptance Pre-service and Beginning Teacher Socialization

The strategies employed by both universities and schools provide pre-service and beginning teachers with a myriad of both formal and informal opportunities to become socially accepted within the organization (Brouwer and Korthagen, 2005; Putnam and Borko, 2000; Smagorinski, Ryme, and Moore, 2013). During the pre-service phase, practical experience through the student teaching process introduces prospective teachers to the social dynamics of the school environment. Though practical experience puts individuals into a temporary setting where they are viewed and treated as learners who typically do not become permanent members of the school organization, pre-service teachers engage frequently and intimately with individuals within the organization through the learning process. This experience provides them with an understanding of some of the basic social dynamics that exist within the school setting. Pre-service teachers do not, likely, acquire all of the skills and knowledge they will need once they become permanent members of a school staff (Putnam and Borko, 2000).

Once teachers enter the beginning phase of their career, their socialization experience is characterized by both formal and informal tactics to facilitate social acceptance (Nassir-Adu and Fresko, 2010; Smagorinski, Ryme, and Moore, 2013; Bausell and Glazier, 2018). Through the formal mentoring and induction programs as well as the collaborative activities that are embedded into their experience, school organizations employ strategies to foster relationships between newcomers and experienced members of staff to ensure the social adaptation and acceptance of the newcomers within the organization. Strategies that school organizations employ to foster social acceptance include formal mentoring and induction programs, collaborative planning activities with experienced colleagues, and informal engagement between newcomers and experienced colleagues, all resulting in the development of relationships that foster increased social acceptance for beginning teachers.

2.4.4 Limitations of the Current Literature

The literature reviewed herein provides a context for the process that teachers experience as they prepare to enter the classroom and that of their first years within the field. Pre-service and beginning teacher socialization is essential to support the teacher's development of her role boundary. That is, he/she becomes socialized to the role-as-position and the role-as-practice within the parameters of her new school setting. The existing

research does a suitable job characterizing the process individuals navigate to socialize into the position of a teacher.

As noted by Van Maanan and Schein (1979) socialization within an organization is ongoing. The research is devoid of organizational socialization research that addresses the process that teachers experience when the organization that they've socialized within changes in fundamental ways. In addition, while the literature does support the importance of self-efficacy in the socialization process of a teacher (Friedman and Kass, 2001; Chestnut and Burley, 2015; Bandura, 1997), there is limited reference to the concept of social acceptance for teachers as an important component of the teacher socialization process and may be a topic for future research in the field of Organizational Socialization in a school setting.

2.5 Defining the Mid-Career Teacher

2.5.1 Introduction

Characterization of defined stages of a teacher's career have been examined throughout the literature. Upon review of the literature, such characterizations range from both the stage of the teachers lives in general and, more specifically, the stage of their careers in particular (see Hargreaves, 2005; Huberman, 1993; Weimar, 2010; Driscoll, 2013). Evans (2001) states that "the majority of educators are veterans of more than twenty years' experience. A time when changing attitudes, interests, and energy levels are likely to reduce one's investment in work and one's appetite for innovation" (12). Here, Evans recognizes that the dynamics of the later stages of the career reflect the duality of an individual's personal interests with their increasing professional experience. Understanding that there are personal dynamics that may impact the perspectives of a teaching professional, here I will bring clarity to the definition of the mid-career teacher by focusing on the professional experience of the teacher without reference to their age.

When attempting to define the stages of a teacher's career, it is also important to recognize that progression of a career is not a linear process (Hargreaves, 2005). Clear articulation of career stages needs to be considered through this lens, as some individuals may spend more time adapting to their role while others may drift into the end-stage of their career at a more accelerated rate. The variations of progression through the stages can be impacted by a multitude of factors including age at the outset of the career, continuity of the career, race, and ethnic and cultural backgrounds (Hargreaves, 2005). Recognizing that these, and many other factors, may impact an individual's perspectives in their role-as-teacher that must be considered in any study that includes career stages, this paper will

attempt to define clear parameters that define the teacher's mid-career by considering the years of experience as the defining characteristic. These narrowly defined parameters are an accepted limitation of this study, as it will not account for the specific age, gender, cultural, and racial differences when considering the experience of the teacher through the resocialization process. It will be essential to address this limitation through the analysis and reporting of results.

Throughout the literature, descriptive parameters for the mid-career teacher are variable for both the beginning, ranging from three to 10 years, and end of a mid-career, ranging from ten to 30 years (Kokemuller and Media, 2007; Driscoll, 2013; Windleman, 2007). Consideration of each phase of the career requires careful consideration of many factors including the number of years of experience, the legislation and regulations that inform the stages of a teacher's career, and the literature on entry and early teacher socialization. The following sections will review the literature and regulations in an effort to provide a clear set of parameters that define the mid-career.

2.5.1.1 Defining the Outset of the Mid-career - Legislation and Regulations

Education, particularly state/publicly funded education in countries with developed economies, is highly regulated by governmental organizations. Regulations are derived to ensure children are provided a minimum standard of quality in their educational experience. These regulations often address all facets of the educational experience from the curriculum to be delivered to the requirements for teacher qualifications. Included in these regulations are standards that define, in some ways, the stages of an individual teacher's career by providing additional protections from termination after an initial probationary period. The United States, where this research is being conducted, is a nation where teachers in the majority of states have negotiated a probationary period ranging from one to seven years prior to receiving the protections of permanent status referred to as 'tenure' or 'professional status' depending on the state (McGuinn, 2010). While probationary period can range from one to seven years, thirty-four states in the United States require a three-year probationary period (E. Hassel, Kowel, Ableidinger, and B. Hassel, 2011) with three years representing the average (McGuinn, 2010). While taking into account the legislation for teacher tenure while determining the beginning of the mid-career teacher, it is also necessary to consider the literature on beginning teacher socialization to help mediate a clear articulation of the mid-career teacher.

2.5.1.2 Defining the outset of the mid-career - New/Beginning Teacher Socialization and Teacher Attrition

Education researchers have endeavored to characterize the socialization process of the beginning teacher. Beginning teacher socialization is characterized as a process by which teachers develop the values, skills, and knowledge that are common among members of the school's professional community (Stanton-Spencer and Darling, 1987). Acquisition of these cultural ideals represents the establishment of the role boundary characterized by Cottrell and James (2016). Through the socialization process, individuals become acclimated to the multi-dimensional expectations of the teaching career including school specific policy, classroom management, lesson design and delivery, and a myriad of other non-teaching responsibilities (Solomon, et al, 1993; Banville and Rikard, 2009). In addition, teachers must acclimate to the norms of the school organization, expected behaviors, and the value systems of the specific school (Schein, 1988). As stated above, the socialization process is affected by specific formal strategies as well as informal strategies.

The research articulating the length of time that beginning teachers require to become socialized to their school organization is variable**.** Some researchers, such as Achinstein, Ogawa, and Speigelman (2004), analyzed teacher socialization over a two-year period while other studies of beginning, or new, teacher socialization that assess the impact of mentoring programs on the new teacher socialization process have found that formal mentor programs typically have a two-year duration (Nasser-Abu Alhija and Frseko, 2010). It is clear, however, through the literature, that even when formal induction programs terminate, the socialization process continues through informal means such as collaboration with teachers, parents, and students as well as continued learning through formal professional development. Some research, such as Ronfeldt and McQueen (2017) with their study of the impact of teacher induction programs on teacher retention and Chapman (1984) with his study on the influences on teacher attrition used five years as a demarcation point for analysis.

Through an analysis of legislation governing teacher tenure in the United States (Education Commission of the States, 2014) as well as the research into new/beginning teacher socialization and teacher attrition rates, evidence supports the notion that teachers become socialized between two and five years (Smagorinski, Ryme, and Moore, 2013; Kearney, 2015; Bausell and Glazier, 2018; Nasser-Abu and Fresko, 2010)". As such, and recognizing that this inquiry will take place in the United States public (state funded) school sector, I will define the beginning of the mid-career as the demarcation point when beginning teacher socialization is complete and the mid-career begins as the first day of a teacher's fourth year of employment in the same school district, which coincides, in some

states such as Massachusetts, with “the point in a teacher’s career where he/she is protected from arbitrary dismissal” (The 189th General Court of the Commonwealth of Massachusetts: Section 42, 2016, 1).

2.5.1.3 Defining the conclusion of the Mid-Career

Due to the absence of a regulatory framework, it is far more difficult to identify the conclusion of the mid-career teacher’s professional cycle. In addition, upon review of the literature that investigates the stages, or life-cycle, of a teachers career (Lynn, 2002; Woods and Lynn, 2014; Steffy and Wolfe, 2001), in lieu of clear parameters for years of service that define the end-stages of a teacher’s career, some researchers provide characteristic descriptors for the different stages and suggest that teachers progress through the stages, as Hargreaves (2005) said, in a linear fashion while others, including Kokemuller and Media (2007), Driscoll (2013), and Windleman (2007) present a broad and poorly defined range of 10 - 30 years. Recognizing that the legislation and the literature fails to provide a clear framework for defining the parameters for the end of the mid-career, liberty will be taken to characterize the end of the mid-career for a teacher as 20 years of experience in the field, representing an average range of 10 to 30 years articulated in the literature.

For the purposes of this and future study, it is essential to determine the parameters that define the stage of a teacher’s career characterized as the mid-career. Based on the review of the literature and relevant legislation, that presents a clear absence of defined parameters, I will define the mid-career teacher as one with four to twenty years of experience who has become socialized into their role-as-teacher. That is, the mid-career teacher has gained the institutional knowledge, cultural understanding, and professional proficiency to perform the responsibilities of a teacher within the organizational structure and expectations of their school while continuing to develop competency, showing ongoing enthusiasm, and continued growth as a teaching professional (Steffy and Wolfe, 2001; Woods and Lynn, 2014).

2.5.2 Mid-Career Teacher Resocialization

The mid-point of a teacher’s career is often characterized by stability with an absence of substantial change (Evans, 1989; Weimar, 2010). It is often typical for a teacher to spend many years teaching the same subject or grade within the same classroom. Historically, stability has resulted in tremendous professional consistency. In the latter half of the 20th century and the beginning of the 21st century, however, education has experienced a series of significant reforms (Bodily et al., 1996; Slavin, 2007; Whiting. 1993). These reforms have

been driven by an increase in accountability associated with governmental oversight and a desire to compete in international measures of educational quality (Desimone, 2002; Doherty, 2000). As a result of this increased emphasis on student performance, and the corresponding reforms, teachers in their mid-career can, and do, experience circumstances where they must adapt. Educational reforms often result in subtle to significant shifts in the school organization that require adaptation.

While educational researchers have spent considerable energy understanding the socialization process of teachers into the field, there is evidence in the literature that the socialization process continues beyond the beginning teacher phase. Van Maanan and Schein (1976) suggest that organizational socialization is a process that is ongoing and one that endures throughout one's career. I argue that the increased frequency of educational reforms over the past several decades has resulted in significant ongoing socialization - or resocialization - for mid-career teachers. Further evidence in the literature demonstrates that teachers continue to evolve as practitioners through the pursuit of professional development (Kocuglo, 2008) and that they encounter periods of emotional strain, divisiveness, and overt resistance to change (Crow, 2006). It is important to note, however, that the literature fails to quantitatively or qualitatively address the socialization experience mid-career professionals and teachers experience during the change process.

Coburn (2001) acknowledges that teachers make sense of proposed changes collectively with peers in both formal and informal settings. While speaking through the context of beginning teacher socialization, this concept applies to mid-career teachers who experience comprehensive reforms in the context of their ongoing role-as-teacher within their school and district context. The absence of substantive research into the concept of mid-career teacher resocialization and the corresponding impact on the teacher's concept of their role - or their role boundary (Cottrell and James, 2016) - has led to this inquiry.

Through an investigation of the experience of mid-career teachers through the implementation of CSR, this research will produce the first meaningful analysis of the process defined here as 'Mid-career Teacher Resocialization' with a primary aim of this thesis is to analyze the process of mid-career teacher resocialization in response to CSR. The outcomes of this study can, potentially, lead to the development of a theory of action to support districts, schools, and school leaders to foster an effective approach to supporting mid-career teachers through substantive change in their role-as-teacher in the context of their professional understanding.

2.5.2.1: Working Definition - Mid-career Teacher Resocialization

This research inquiry introduces the concept of mid-career teacher resocialization to the field. This concept represents an application of the principles of socialization to mid-career teachers experiencing reform. The inquiry defines 'mid-career teacher resocialization' as:

> *A process whereby a teacher with 4 – 20 years of experience who has been previously socialized into their role-as-teacher adapts to substantial changes within their school organization requiring the development of new knowledge, skills, and practices in order to meet the new expectations related to the role-as-teacher within the changed school organization.*

2.5.3 Concluding Comments and Limitations

While there is research that characterizes the lifecycle or stages of a teacher's career (Hargreaves, 2005; Huberman, 1993; Weimar, 2010; Driscoll, 2013), the concept of the "mid-career teacher" is introduced and defined in the sections above due to a lack of consistency within the literature when characterizing those stages. The characterization of the mid-career teacher provides for a viable and easily defined participant pool for this and future investigation. Characterization of the mid-career teacher as one with 4 - 20 years of experience is rooted in both the literature and regulatory parameters (referenced above) and represents a teacher who has successfully socialized in the role-as-teacher and has established a foundation of understanding within the field but also has enough longevity remaining to be truly impacted by change in their context.

In addition, the concept of mid-career teacher resocialization was introduced above as a new concept that is generally absent from research inquiry. The aim of this thesis is to analyze the process of mid-career teacher resocialization in response to CSR. The outcomes of this investigation will introduce the to field mid-career teacher resocialization and provide a conceptual understanding of the resocialization process.

Section 2.6 Comprehensive School Reform

CSR can be defined as the complete redesign of a school with the intent to reorganize and revitalize the organization with a focus on improving outcomes as measured by student performance (Borman et. al., 2002; Slavin, 2007). Early examples of CSR implementation can be found in Finland and Sweden where national authorities sought to improve access to educational opportunities to previously underserved populations. In Sweden, the primary

motivation for CSR was to increase access to a higher standard of education to all students, regardless of the familial status of their parents (Meghir and Palme, 2005). In Finland, the motivation for school reform was to provide equal access to education regardless of social status or place of residence with a focus on providing improved economic opportunities to all. Policymakers in Finland sought to accomplish this through a series of reforms, including the provision of a more rigorous academic experience by implementing a common curriculum for all students through the age of sixteen (formerly provided through age eleven). In addition, Finnish CSR postponed academic tracking from age eleven to age sixteen, abolished a network of private schools by placing them under municipal control, and increased academic content in math and science (Pekkarinen, Uusitalo, and Kerr, 2009).

While these early examples of CSR demonstrated the positive impacts that could be achieved through large-scale change in different national settings, the CSR movement really began to accelerate in the United States during the later-part of the 20th century through a combination of both private and governmental initiatives. In 1991, with the encouragement of then-US President George H. W. Bush, The New American Schools Development Corporation was created by a group of influential businessmen provided $100 million dollars in funding to promote the development and implementation of 'break the mold school models' (Bodily et. al., 1996; Slavin, 2007). Though imperfect in many ways (Whiting, 1993), the NASDC did help to create an environment of innovation in schools that increased enthusiasm for CSR and school redesign (Slavin, 2007) as well as created a model by which school redesign teams may be able to "define the shortcomings of the existing system and offer incentives to bring our education system up to the standard required to compete in the 21st century" (Whiting, 1993, 779). In the late 1980s and early 1990s changes to Title I, a US federal program focused on improving achievement in schools for disadvantaged students (U.S. Department of Education, 2019), regulations that allowed schools with the opportunity to utilize Title I funds for school-wide projects rather than classroom-based programs. Changes in legislation also made such funding accessible to a higher number of schools.

By the late 1990s, US Congress enacted the CSR Demonstration that devoted significant resources to support schools' efforts to redesign their school with a goal of improving academic achievement for students with a primary focus on supporting schools identified as economically disadvantaged (Desimone, 2002). In 1998, the United States Department of Education defined CSR as innovative programs that focus on the whole school, use research-based strategies for improvement, leverage external partnerships and support, use data to assess needs and improvement, and leverage resources to support reform

priorities (Doherty, 2000). CSRD legislation requires that schools adopt reforms that include the following 9 elements:

- **Innovative strategies and proven methods:** employ innovative strategies and proven methods for student learning, teaching, and school management that are based on reliable research and effective practices, and have been replicated successfully in schools with diverse characteristics;
- **Comprehensive design:** have a comprehensive design for effective school functioning, including instruction, assessment, classroom management, and professional development; the design should align the school's curriculum, technology, professional development into a school wide reform plan designed to enable all students to meet challenging state content and performance standards and addresses needs identified through a school needs assessment;
- **Professional Development:** provide high-quality and continuous teacher and staff professional development and training;
- **Measurable Outcomes:** have measurable goals for student performance and benchmarks for meeting those goals;
- **Internal Support:** are supported by school faculty, administrators, and staff;
- **Parent and Community Involvement:** provide for the meaningful involvement of parents and the local community in planning and implementing school improvement activities;
- **External Support:** utilize high-quality external support and assistance from a CSR entity (which may be a university) with experience or expertise in school wide reform and improvement; 7
- **Ongoing Evaluation:** include a plan for the evaluation of the implementation of school reforms and the student results achieved;
- **Resource Allocation:** identify how other resources (federal/state/local/private) available to the school will be utilized to coordinate services to support and sustain the school reform. (Doherty, 2000, 7)

Since the inception of the CSRD program, thousands of schools have pursued CSR through nearly four hundred different models (Desimone, 2002). There have been numerous studies of the effectiveness of different reforms (Orland et al, 2008; Sterbinski et. al. 2006; Borman et. al., 2003). This dissertation is not, however, concerned with the effectiveness of

CSR rather it is interested in the impact that CSR has on mid-career teachers and their ability to adapt to large-scale change within their school setting. Specifically, this dissertation is investigating the impact of the International Baccalaureate Primary Years Programme on the mid-career teacher. To date, the IBPYP has not been specifically articulated as a model for CSR. The following section will assess the program against the defined criteria above and make the argument that the IBPYP is, in fact, a model for CSR that fundamentally alters a school organization in a meaningful way that can result in a shifting role boundary for the mid-career teacher.

2.6.1 Analysis of the International Baccalaureate Primary Years Programme Through the Perspective of Comprehensive School Reform

The research demonstrates that CSR efforts to redesign a school in meaningful ways to foster improved outcomes (Desimone, 2002: Doherty, 2000). As suggested throughout this literature review, significant change in a school organization can lead to significant change for the mid-career teacher leading to a shifting role boundary. The following section will introduce the IBPYP framework and will analyze the framework against the nine criteria that define a CSR model to demonstrate that the IBPYP qualifies as a CSR model and, as a result, may lead to the changes that contribute to a shifting role boundary for the mid-career teacher.

2.6.1.1 Introduction to the International Baccalaureate Primary Years Programme

The IBPYP was introduced in 1997 as the 3rd programme offered by the International Baccalaureate Organization (referred to herein as IBO). As was the case with the two previous programmes (the Middle Years Programme and the Diploma Programme), the IBPYP was developed to provide a common curriculum that could be adopted around the globe that would provide a 'continuity of learning' with the primary aim of developing internationally minded learners (International Baccalaureate Organization, 2017). The IBPYP provides a flexible curriculum framework that allows any school, regardless of regulatory factors, that services children from age 3 - 12 to deliver an IBPYP education. Since its inception, the IBPYP has been adopted by nearly 1500 schools across 109 different countries. In the United States, there are approximately 500 schools, both private and state funded, that are currently authorized to deliver the IBPYP.

There is a five-stage process that a school must follow in order to become a fully authorized IBPYP School including: Consideration Phase, Request for Candidacy, Candidacy, Request for Authorization, and Authorization. The process typically takes 2 - 3

years to complete. Throughout the process leading to authorization, the school must implement a variety of reforms to ensure the program successfully aligns with the principles and practices outlined in the IB Guide to Authorization (International Baccalaureate, 2016).

2.6.1.2 Criterion 1 - Innovative Strategies and Proven Methods

While the IBPYP provides a comprehensive framework for schools to achieve authorization, it was developed to "help students develop the skills, knowledge and attitudes they need to excel not only in their studies, but also in their personal growth." (International Baccalaureate Organization, 2019a, 1). In the IBPYP, this development is accomplished through an "inquiry-led, transdisciplinary framework" where the students are "challenged to think for themselves and take responsibility for their learning as they explore local and global issues and opportunities in real-life contexts" (International Baccalaureate Organization, 2019b, 1).

Inquiry-based transdisciplinary instruction lays at the foundation of the IBPYP instructional ideal. The literature supports the use of inquiry-based practices as a proven method for improved outcomes for student learning (Minner, et al., 2010; Geier, et. al., 2008; Amaral et al., 2013). While synthesizing the outcomes of 138 studies, Minner et. al. (2010) found that the studies "share the common, broad assessment that students… who received inquiry science instruction had outcomes that were improved either compared with their understanding of prior instruction or compared with outcomes of students who received different instruction had a lower saturation of inquiry" (Minner, Levy, and Century, 2010, 487). Further studies have shown that the longer students participate in a program designed with an inquiry-based approach, the more positive impact such learning opportunities have on learning outcomes not only in science, but also in writing, reading and mathematics (Amaral et. al., 2013).

2.6.1.3 Criterion 2 - Comprehensive Design

Adoption of the IBPYP requires a comprehensive redesign of all components of an organization's structure, philosophy, and instructional approach. The IBPYP Guide to Authorization (2016) outlines three overarching areas where a school must adhere to the principles of the IBPYP in order to achieve authorization including: Philosophy, Organization, and Curriculum (International Baccalaureate Organization, 2014a; International Baccalaureate Organization, 2016). To achieve the standards outlined in the Guide to Authorization, the IBO provides time (1 to 3-year candidate phase), supports (consultation, online resources, etc…), and guidance to ensure schools who wish to identify

as an IB World School adhere to the strict expectations of the organization and the programme.

2.6.1.4 Criterion 3 - Professional Development

The IBO provides a robust program for professional development to ensure IBPYP educators are provided opportunities to develop, reinforce, and enhance their ability to impact student learning in the IBPYP. In 2017, the IB offered 54 different workshops to IBPYP educators spanning all facets of the framework. Workshops are delivered through both face-to-face and online formats. The IBO ensures high quality learning opportunities for teachers at member schools through an established system of quality assurance for its professional development offerings. (International Baccalaureate Organization, 2017)

While the IBO provides a wide array of learning opportunities for member schools and practicing teachers. They also ensure that all teachers and administrators develop a minimum level of proficiency within the program design. As part of the authorization process for becoming an IB World School, the IB requires all schools to ensure that teachers and administrators take part in IB-recognized professional development (International Baccalaureate Organization, 2017). The IBO's Guide to School Authorization: Primary Years Programme outlines the minimum requirement for authorization as:

- The head of school or designee must attend an IB category one workshop before submission of Application for candidacy: Primary Years Programme.

- The pedagogical leadership and all faculty who work with IBPYP students full- or part-time must all be trained in IB category one workshops. (International Baccalaureate Organization, 2016, 8)

2.6.1.5 Criterion 4 - Measurable Outcomes

To become an authorized to deliver the IBPYP, a school must adopt a clear, locally developed assessment policy that ensures academic progress across all instructional areas, in general, and within the six established transdisciplinary units of inquiry. Assessment in the IBPYP takes a holistic approach to student learning outcomes which is in significant contrast to the more standardized measures employed by both government-mandated assessments and more traditional assessment outcomes (Toe et. al., 2015). Specifically, assessment of both academic standards in Language, Math, Social Studies and Science as well as other components of the program including the IB Learner Profile and the Essential Elements of

the IBPYP program provide a comprehensive view of student growth in multiple domains. This holistic approach ensures that teachers are assessing the development of the whole student, not just the academic progress that is made.

Included in IBPYP documents to support authorization, the IBO provides a clear outline of the Standards required to guide assessment in the IBPYP school. Appendix A provides an excerpt from the Programme Standards and Practices (International Baccalaureate Organization, 2014a) outlining the standards associated with assessment in the IBPYP and shows the comprehensive philosophy of assessment that is expected to be employed by all IBPYP schools. Teachers who employ the IBPYP design and employ a "rich array of activities, strategies and assessment artefacts, demonstrating a strong grasp of the evidence required to assess student growth of knowledge, understanding and skills. Rubrics and portfolios were widely used but many teachers questioned the form, purpose and function of the portfolio, seeking clarity on how to use this tool more effectively" (Toe et. al., 2015, vi).

2.6.1.6 Criterion 5 - Internal Support

Support from all members of the professional community within a school is required for a programmatic change to be characterized as a model for CSR. The IBPYP, through its authorization process, dictates that "the school community demonstrates an understanding of, and commitment to, the programme(s) (International Baccalaureate Organization, 2016, 9). A school demonstrates that this commitment is in place through multiple means including the establishment of a pedagogical leadership team made up of representative teachers and support staff that shares leadership responsibilities within the school; a demonstration of the philosophy of the IB philosophy; establishment of a IBPYP Coordinator to support programme implementation; and a commitment to participation in mandated Professional Development through the IBO.

To accomplish this, the school leadership and governing organization must commit resources, including time, money and staffing, to ensure all facets of the IBPYP are supported. Support for the IBPYP starts with the financial commitment of the governing organization to the programme. Funding for the program fees, the salary of a program coordinator, professional development, and materials required to deliver inquiry-based transdisciplinary instruction are all considerations for a school selecting the PYP as its CSR framework. Beyond the financial commitments necessary to partner with the IB, the building leadership must construct a schedule that affords IBPYP teachers "dedicated time for collaborative planning and reflection" (International Baccalaureate Organization, 2016, 11) as well as a philosophical ideology that aligns with the principles espoused by the IB and

the IBPYP (Guide to Authorization, 2016).

2.6.1.7 Criterion 6 - Parent and Community Involvement

In order to be considered for authorization as an IB World School, a school entity must demonstrate that it "has support from the school community to undertake the project" (International Baccalaureate Organization, 2016, 3) A critical component of the process of becoming an IB World School is the recruitment and involvement of the community beyond the teachers and the students. This includes ensuring that parents are familiarized with the IBPYP framework and the nature of an IB education. It also includes the involvement and engagement of the community in moving toward the goals defined in the IBPYP guiding documents.

2.6.1.8 Criterion 7 - External Support

Beginning with the consideration phase, the IBO provides a multi-layered support system for schools as the progress from consideration to candidacy and through candidacy to authorization that continues throughout the school's status as and IB World School. In addition to the robust professional development opportunities provided by the IB (detailed above), they also provide access to a robust network of educator developed materials through their Programme Resource Centre (formerly available through the Online Curriculum Centre). These web-based resources provide educators with an opportunity to learn from and engage with other educators from around the globe. The IB provides other formal supports to schools as they navigate through the candidacy phase through the authorization phase of candidacy including support from an IB trained consultant (detailed below) through direct feedback for improvement from visiting teams during the verification and evaluation visits. The IBO has developed an infrastructure intended to support schools through all phases of programme implementation.

2.6.1.9 Criterion 8 - Ongoing Evaluation

The IBO has developed and implemented a multi-layered structure of ongoing evaluation to ensure that programme implementation reflects the principles, practices, and philosophy of the IBPYP framework and program. Formal evaluation of the programme takes place in three distinct stages: Candidacy, Authorization and Verification.

The initial phase of becoming a IBPYP World School is referred to as the candidacy phase. During the candidacy phase, a school begins implementing the programme in

consultation with a qualified IB Consultant. Throughout the candidacy, the consultant provides guidance to the school to ensure the principles and practices of the programme are developed in accordance with IBPYP philosophy, standards, and practices. The candidacy phase concludes with a rigorous authorization process to ensure "that the educational principles, standards and practices on which the IB programme is founded will be maintained and furthered" (International Baccalaureate Organization, 2016, 4). Once a school has been formally authorized as an IB World School, they become subject to regular verification visits by the IB. These visits, conducted by trained IBPYP program evaluators, are preceded by a comprehensive self-assessment and are in place to ensure member IB World Schools maintain the standards required by the IBPYP framework and the IBO.

2.6.1.10 Criterion 9 - Resource Allocation

Standard B2 of the IBPYP authorization standards and practices outlines the ways that the school's "resources and support structures ensure the implementation" (International Baccalaureate Organization, 2014a, 3) of the IBPYP. Specific to the resource allocation, the standards and practices require schools to provide for:

- Adequate funding
- Qualified staff
- Professional development
- Physical and virtual learning environments and materials to support the program
- Utilization of community resources to enhance learning
- Allocation of resources to the IBPYP Exhibition
- Time for collaboration, reflection and instruction (International Baccalaureate Organization, 2016, 11-12)

By ensuring that schools commit to the seven resources, the IBO provides a framework that demands that schools commit resources, both financial and practical, to become an authorized IBPYP recognized school.

2.6.2 Concluding Comments

The IBPYP was developed and first created to provide a common instructional framework for international schools that educate the children of globally mobile families. While its aim was not to act as a CSR model in the United States public school setting, it has been adopted by US public schools with increasing regularity over the past 20 years with the

United States public school system representing the highest percentage of IBPYP schools in the world with over 500 member schools. This section endeavored to characterize the IBPYP as a CSR model by applying CSRD legislation in the United States as the defining characteristics and, in doing so, justifies the use of IBPYP schools in the United States as a source of data for this research inquiry.

Section 2.7 Impact of Comprehensive School Reform on Teachers

School reform has been found to be related to teachers' unpleasant emotions and is noted that teachers feel bad when reform is characterized by conflict, change and ambiguity (Chang, 2009). The nature of CSR, and its comprehensive approach to school change, lends to periods of difficulty for teachers throughout their career, including the mid-career. Changes associated with CSR can impact all facets of a teacher's experience, challenging their sense of who they are with regard to their previous socialization into their role. CSR can result in a shifting role orientation, results in a decreased sense of self-efficacy, and undermine the relationships that contributed to a teacher's sense of belonging within the community – all resulting in a significant period of adjustment in order to adapt to the new realities of their school organization.

Though the research is devoid of evidence demonstrating the impact of CSR on teachers in the context of organizational socialization, there is ample research that illustrates the impact that such reforms have on teachers. Studies of reform and teacher burn-out, impacts on self-efficacy, and conflict all highlight many of the effects that reform efforts may have on teachers. The following section will review the literature as it relates to the components of socialization detailed above: role orientation, teacher self-efficacy, and social acceptance.

2.7.1 Teacher Role Clarity During Reform

Through the socialization process experienced in the pre-service and beginning phase of a teacher's career, an individual establishes a clear understanding of the tasks, demands, and responsibilities that are central to the role he/she is to fulfill within the organization. For a teacher, the clarity of the roles and responsibilities both within the classroom and across the school organization allows an individual to make sense of their role and employ the skills required to achieve (Feldman, 1981; Bauer et. al., 2007). In addition, the clarity of the role helps an organization define the tactics required to socialize the individual effectively into the organization.

The implementation of a model for CSR may challenge a teacher's understanding of her role within the organization. CSR can sometimes result in "disturbing challenges to deeply held beliefs and familiar practices" (Little and Bartlett, 2002, 349). At the core of a teacher's work is her instructional design and delivery. It is not uncommon for teachers to experience a high degree of autonomy in their instructional design and practice. With the implementation of CSR comes the implementation of innovative strategies and proven methods that become imposed on the teaching staff within the classroom (Doherty, 2000). The imposition of new methods and strategies not only reduces a sense of autonomy for the teacher but it also redefines their role, to some extent, as it dictates the methods of instruction that they must implement that place "unanticipated demands on their own knowledge, skill, and confidence" (Little and Bartlett, 2002, 349). This shift will often result in a diminished clarity of purpose, as a teacher may not have familiarity with the principles and practices that the implemented CSR may employ.

The comprehensive design associated with the implementation of CSR may also impact the role a teacher may experience in less transparent ways. For example, reform models may dictate the nature of a teacher's daily schedule, ways that families are engaged, the nature of collaborative planning, opportunities for professional development, and the nature of the resources that the school elects to invest in (Doherty, 2000). All of the components related to the implementation of CSR reduce teacher autonomy and require adaptation in order to fully comprehend the nature of the reform. As such, schools that elect to implement a CSR model must acknowledge and plan for a period of reduced role clarity for all members of the school organization and consider strategies to help mitigate its impact on teacher.

Through the pre-service and beginning teacher phase of a career, teachers are provided a contextual understanding of their role that provides clarity CSR efforts will often redefine the role of the teacher within the organization. CSR in the Netherlands resulted in a shift in teacher role from teacher-centered instruction where the teacher talks and the students listen to student-centered where the student develops their own understanding through a more individualized educational process where the teacher is more of a facilitation (Cuban, 1990; Goodlad, 1984; Tomic, 1987; Ras, 1999). In other instances, CSR can reduce individual teacher agency, limiting classroom instructional decision making and supplanting teacher autonomy with programmatic fidelity (Desimone, 2002; Firestone and Corbett, 1988; Rowan and Miller, 2007).

While the shift in role expectations may vary, such a shift may result in a lack of teacher clarity with regard to their role within the classroom, impacting their understanding of their role boundary. The process teachers experience through CSR as they develop clarity

of their role expectations and their resocialization to those expectations within the context of the IBPYP is a focus of this research inquiry. I will be analyzing the experience of mid-career teachers through the reform process to develop a deeper understanding of the mid-career teachers' resocialization process through CSR.

2.7.2 Teacher Self-Efficacy during Reform

Research related to teacher self-efficacy demonstrates that teachers with a strong sense of self-efficacy, or "conviction that one can successfully execute the behavior required to perform the outcome" (Bandura, 1997, 193), can lead to more successful reform efforts (de Mesquita P.B. and Drake, J., 1994; Evers et. al., 2002). As such, a teaching staff that demonstrates a strong sense of self-efficacy can be an important factor for school improvement and reform (Dembo and Gibson, 1985). Individuals with a strong sense of self-efficacy are more willing to persevere through new challenges and will put in greater effort to implement the reform initiatives proposed through the comprehensive reform efforts (Bandura, 1997). CSR requires teachers to adhere to new organizational structures, implement innovative instructional strategies and adapt to new cultural norms and it has been documented in the research that those teachers who demonstrate high levels of self-efficacy are more likely to implement such reforms effectively while those with low self-efficacy may struggle with reform efforts and demonstrate lower levels of commitment to their successful implementation (Evers et. al., 2002).

The current research does not currently provide an analysis of how CSR efforts may impact a teacher's personal conception of their self-efficacy. As such, it is necessary to revisit the earlier referenced research that demonstrates that a teacher's concept of their personal self-efficacy is informed, in part, by the socialization process that he/she experiences in the pre-service and beginning phases of her career. As stated earlier, the research supports that such feelings of self-efficacy often determine the extent to which a newcomer experiences job satisfaction, commitment to the role and the organization, perceptions of job performance, and, ultimately a newcomer's intentions to remain in the organization (Bauer, 2007). These positive attributes experienced by a newcomer are facilitated, through a process of organizational socialization, through an intentional implementation of formal and informal socialization tactics that help to familiarize the newcomer to the cultural norms and expectations within the organization, includes explicit guidelines about the nature of the organization, the specific responsibilities related to the role orientation, and the expected performance related to the job (Allen and Meyer, 1990).

A teacher's self-efficacy is established in the pre-service phase of teacher preparation through formal learning in the academic classroom setting as well as through practical

experience in the student teaching process (Virta, 2002; Stokking, et. al., 2003; Forseille and Raptis, 2016; Chou, 2011; Greenberg, et al, 2011). It is here that a prospective teacher establishes the basic parameters of the teacher role boundary and provides an initial understanding of the foundational skills that will be required to successfully transition into the teaching profession. During the beginning phase of a teacher's career, the socialization process, which includes both formal socialization tactics including teacher induction and mentoring programs as well as informal socialization tactics including collaboration with colleagues, professional development, and direct supervision from the building administration, provides a teacher with the specific supports necessary to develop a positive sense of self-efficacy within the specific contextual structure of the school organization where they have been employed. It is through this combination of formal and informal socialization that a teacher develops the understanding of the cultural norms and expectations, explicit guidelines about the nature of the organization, the specific responsibilities related to the role orientation, and the expected performance related to the job in that particular school setting.

Recognizing that a teacher's sense of self-efficacy is, in part, correlated with their successful socialization into their specific school and role, one can surmise that when the organization endeavors to fundamentally alter the culture, expectations, responsibilities regarding role orientation and the expected job performance, that a teacher will experience a period of diminished sense of self-efficacy. There is a significant gap in the literature in this area. To date, there has been limited study on the extent to which significant organizational change can result in a diminished self-efficacy. I suggest that during a comprehensive reform effort in a school, teachers, even those with a high sense of self-efficacy, experience periods of doubt that result in a diminished concept of their ability to do the job. As such, it is suggested that a school and its leadership must commit considerable time, professional development, collaborative planning, and expertise as both formal and informal tactics to help facilitate a resocialization process that helps teachers to reestablish their positive sense of self-efficacy in their changed organization.

2.7.3 Social Acceptance During Reform

There are limitations to the research of social acceptance as a component of organizational socialization for teachers in schools. As such, there are limitations in the research that help to articulate the impact of CSRs on the social acceptance of individual teachers during the CSR process. There is, however, reference in the literature to conditions that help to support teachers during reforms that help shed light on the impact of relationships on the reform process.

Lasky (2005) discusses the concept of professional vulnerability during the reform process that results from the changing expectations within the organization. She states that "vulnerability can develop due to feelings of powerlessness, betrayal, or defenselessness in situations of high anxiety or fear" (901). The research supports that CSR can produce a sense of anxiety for the staff, particularly when reforms are characterized by policies and expectations that are in contrast to their professional ideology. Ball (2001) reaffirms this dynamic noting that "reforms that have promoted high degrees of uncertainty, instability, and vulnerability for teachers" (7) that could lead to "vulnerability to the judgements of colleagues, the headteacher and those outside the school gates" (Day, 2002. 688 referencing Kelchtermans, 1996).

The previous establishment of social acceptance can help to mitigate the threats felt during reforms that are contrary to the professional ideology of staff. Through openness, trust and relationships, with both colleagues and leadership, that mitigate feelings of embarrassment, loss, or emotional pain, teachers can navigate the process of school reform more confidently (Lasky, 2002). If a teacher fails to foster a level of social acceptance during her socialization process, the reform process could become particularly challenging for her in that he/she may not have the collegial support necessary to navigate the comprehensive changes that he/she is about to experience. The impact of one's social acceptance has not been subject of research in the field and presents opportunities for future research consideration.

2.7.4 Concluding Comments

CSR, by definition, fundamentally alters the structures and expectations within a school and, thus, results in a shifting role boundary for teachers. This section characterizes the effects of such changes on participant teachers in that reforms result in changing expectations, the need to develop new skills, knowledge, and, in some instances, beliefs. These changes are at the root of the mid-career teacher resocialization process that is the focus of this inquiry. The literature is very thin and dated when addressing the impact of changes related to comprehensive reforms on a teacher's sense of self-efficacy and social acceptance. While the literature notes that teachers feel a sense of vulnerability and insecurity (Ball, 2001; Day, 2002), there is not an in-depth analysis available to support leaders in creating an effective scaffolding of supports for teachers as they are asked to adapt to the changes associated with CSR. This research inquiry aims to analyze the process of mid-career teacher resocialization in response to CSR.

Section 2.8 Literature Review – Concluding Comments

This literature review provides a context for this inquiry. Specifically, it provides a review of the literature that relates to the theoretical frameworks utilized in this study - the role boundary perspective and Cultural Adaptation, the process of organizational socialization and the process of organizational socialization in the context of teacher socialization. It introduces the concept of mid-career teacher resocialization. It aims to characterize the concept of CSR and argues that the IBPYP, when adopted by an established school with more traditional instructional principles, can be viewed as a CSR model. Finally, it attempts to review the literature that articulates the impact of CSR on mid-career teachers.

There are multiple gaps in the literature that must be acknowledged. Specifically, there is still limited research into the nature of mid-career teacher resocialization. This inquiry aims to analyze the process of mid-career teacher resocialization in response to CSR. There are also gaps in the literature that relate how school reforms may functionally alter a teacher's sense of self-efficacy as well as a significant gap in literature that relates to the impact of CSR on a teacher's sense of social acceptance within the organization.

This inquiry will provide some of the insights that are currently missing from the literature, including adding depth on the concept of mid-career teacher resocialization and the impact of CSR on a teacher's sense of self-efficacy. The following chapter will outline the methodology that will be utilized to conduct this inquiry into the impact of CSR on the mid-career teacher and the resocialization that the mid-career teacher experiences through the reform process.

CHAPTER 3: METHODS AND METHODOLOGY

3.1 Introduction

The aim of this thesis is to analyze the process of mid-career teacher resocialization in response to CSR. This chapter will provide a detailed characterization of the methodologies and methods utilized to conduct this investigation. The first sections of this chapter will articulate the foundations of the research project including the aim of the research including questions and research design. These beginning sections will include the ontological and epistemological perspectives of the researcher as well as the researcher's intent to apply interpretive phenomenological perspectives as an analytical lens. Included here will be the mechanisms used for analysis that relate to the theoretical frameworks introduced in the previous chapter.

The following sections, beginning with section 3.6, will provide a detailed review of the methods employed in conducting this research inquiry. This review of the qualitative methods ensures that the strategies employed may be replicated for future corroboration. These sections will include a rationale for the use of semi-structured interviews as a source of data collection for this study. It will also provide insights into the process used to identify a participant sample for this investigation, planning for the interviews and the lens through which the data collected will be analyzed. This section will conclude with an articulation of a justification for the validity and reliability of the investigation as well as ethical considerations.

3.2 Aim of the Research, Research Questions and Research Design

3.2.1 Aim of the Research

The aim of the current research is to analyze the process of mid-career teacher resocialization in response to CSR.

3.2.2 Research Questions

The research questions that will guide and be answered by my enquiry are:

1. What are the lived experiences of mid-career teachers in the context of CSR?
2. What are the cultural and structural impacts of CSR as described by mid-career teachers?
3. How do mid-career teachers characterize their adaptation to cultural and structural shifts that result from CSRs in their school?
4. What are the challenges and opportunities that mid-career teachers perceive that present during CSR measures in their school?

5. What new understanding of mid-career re-socialization emerge from the application of a joint role-boundary and cultural perspective?

3.3 Ontological and Epistemological Underpinnings of the Research

3.3.1 Ontological Considerations

Understanding the nature of social phenomena in a school environment is, arguably, a complex endeavor for a social science researcher. Organizationally, a school comprises a system of structures that clearly define the expectations and practices within the school as well as the roles of individuals within the organization (Hodkinson, P and Hodkinson, H., 2003; McFarlane, 2011). Actions within a school, however, are not solely defined by the structures that exist. Schools often have a system of beliefs, or cultural values, that frame how individuals within the organization think, act, and feel (Brown, 2004; Stenton-Spicer and Darling, 1987). Further, a school includes individuals who have their own beliefs and values that can impact their actions within the school setting (Faitar, 2006). Due to the complex nature of schools, empirical incidents and actions are, typically, the product of a complex interaction between the structures, beliefs, and interactions of individuals within the organization.

As a researcher, I acknowledge that reality is socially constructed. While phenomena in a school environment are inherently observable, understanding the nature of those phenomena can be complex and must be viewed through a lens of causality. As such, my ontological perspective when conducting research in this study was through a critical realist lens. A critical realist ontology argues that individuals within organizations and organizations themselves have powers to act and are liable to be acted upon by others (Parra, 2018; Elder-Vass, 2010; Easton, 2010). There is a causal relationship to social phenomena that can only be understood by studying not only the phenomena themselves, or what critical realists refer to as the actual and empirical, but also by studying the mechanisms that help to generate the phenomena. As such, critical realists take a stratified and relationally emergent view of social phenomena (Parra, 2018). Even further, a critical realist ontology argues that "social objects exist because of a set of relations between their components" (Elder-Vass, 2010, 21).

To study the nature of mid-career teacher resocialization, it can be helpful to identify the specific ways in which the role boundary of a teacher is modified through an organizational change process. Rather than simply cataloging the changes that are observable, a critical realist recognizes that social structures work through people and that studying the nature of human agency, which is informed by a set of individual beliefs, values, and principles, is essential for "uncovering the generative mechanisms" (Parra, 2018,

119) of the observed social phenomena. A critical realist, then, recognizes that objects of social research (i.e. people) have individual identities that guide judgement and inform the specific actions that individuals may experience (Peters et. al., 2013).

While a critical realist also believes that the occurrence of an event when it was expected requires explanation and can provide useful insights to the phenomena (Easton, 2010), they also recognize that the absence of phenomena where expected must also be understood, as the mechanisms for the individual in a specific context may contribute to the absence of such expected phenomena. As this study will be analyzing the experience of mid-career teachers, it will be valuable to analyze the outcomes of the investigation to understand the experiences of staff and the mechanisms that result in phenomena experienced by individual teachers.

3.3.2 Epistemological Considerations

In the study of mid-career teacher resocialization, the nature of the resocialization process can only be understood through the context of the organization and the individuals experiencing change, in this case the mid-career teacher. The generation of knowledge in this study will come from an analysis of the identified phenomena generated through the change process within the school as experienced by the mid-career teacher and the underlying mechanisms that play a role in those phenomena. I recognize that researcher judgement will be applied to collected data and, through the evaluation of existing arguments, I will propose "judgments about what reality is objectively like" (Easton, 2010, 124), what the specific mechanisms are that inform that reality, and will provide explanations that leverage causal language that identifies the mechanisms that underlie the phenomenon of mid-career teacher resocialization and provide evidence through the presentation of the data collected during the study.

3.4 Methodological Considerations

3.4.1 Interpretive Phenomenology/Interpretive Phenomenological Analysis

Phenomenology is a research methodology where the researcher endeavors to identify the "essence of experience" (Gill, 2014, 5). More specifically, phenomenology is the study of any phenomena that presents itself through conscious experience (Moran, 2000). The roots of phenomenological methodologies can be traced to Edmund Husserl who has characterized phenomenology as a scientific process where the researcher is able to establish the "knowledge of essence" (Husserl, 2012, 3) of phenomena. Husserl has stated that a researcher must "describe in terms of their essential concepts, the essence which directly make themselves known in intuition" (Husserl, 2001, 86).

While Husserl might be viewed as the father of modern phenomenological philosophy and methodology, his student, Martin Heidegger, diverged from the strict descriptive nature of Husserlian phenomenology by suggesting that there is room in the phenomenological approach for researcher interpretation. While Husserl's focus was on the essence of the phenomenon itself, Heidegger (1996) was more focused on the nature of being and the nature of the human experience in the context of a phenomena. Through his emphasis on interpretation of the human experience, a researcher who is rooted in the Heidegger frame of phenomenology can recognize that the human experiences are set in a context that contextualizes the human experience and is ever influenced by the cultural, experiential, and relational understanding to their experiences (Gill, 2014). Heidegger, and researchers who embrace his interpretive phenomenology, accepts that research cannot be stripped free of individual assumptions and his approach "denies the possibility of fully detached reflection" (Gill, 2014, 7) which is a foundational component of the Husserlian phenomenological perspective.

While Heidegger is referenced as the scholarly founder of interpretive phenomenology, two variations of this ideology have presented in the literature. Benner has employed what she refers to as interpretive phenomenology (1985, 1994) while Smith (1996) introduced his interpretive phenomenological analysis (IPA) to the field. While each approach shares commonalities rooted in the Heideggerian ideal that phenomenological research is an interpretive process, the key divergence between Benner's and Smith's methodologies is that Benner yearned to identify thematic trends and commonalities of experience that exist across a sampling of individuals with regard to a particular phenomenon (Benner, 1994) while Smith's focus is on the idiographic experience of the study participants. More specifically, Smith's IPA seeks to "capture and convey the richness of a particular person's experience" (Gill, 2014, 126) and Smith advocates for research methods that include a single participant in the sample to provide focus to the idiographic nature of Interpretive Phenomenological Analysis as a methodological approach (Smith, 2004).

The goal of this research is to characterize the essence of the resocialization experience of mid-career teachers from both an idiographic and thematic perspective where I will identify the commonalities of experience as well as the individual experiences of participants. I intend to combine the phenomenological approaches of Patricia Benner's Interpretive Phenomenology (1985, 1994) and Smith's Interpretive Phenomenological Analysis (1996). While both apply Heidegger's interpretive ideal to their phenomenological approach, each provides a framework for understanding phenomena from a different perspective. Benner's Interpretive Phenomenology is particularly suitable for identifying

and articulating commonalities of individuals' experiences while Smith's Interpretive Phenomenological Analysis (1996; 2004) yearns to identify the idiographic experiences of individuals in the study. As this study yearns to provide a comprehensive view of the mid-career teacher resocialization process in the context of CSR, leveraging the aims of each phenomenological approach in the process of analysis will provide insights into both the individual resocialization experience as well as commonalities of experience among a cross-section of mid-career teachers.

3.5 Theoretical Framework

In the previous chapter, I provided a review of the literature related to the concepts of the role boundary perspective and cultural adaptation. These perspectives provide a lens for me, as the researcher, to conduct an analysis of the mid-career teacher's resocialization experience through CSR. The following sections will provide methodological context for the role boundary perspective and Cultural Adaptation that will be applied to this study for purposes of outcomes analysis.

3.5.1 Underlying Mechanisms that Cause a Shifting Role Boundary

Phenomenological methodologies provide a researcher with an emergent process of a phenomena in a particular context. While the origins of the phenomenological methodology "sought to describe the essence of experiences" (Gill, 2014, 5), researchers, such as Heidegger (1996), have proposed an interpretive approach to phenomenological methodology. Given that this research was conducted from an approach more rooted in the Heidegger model, I used phenomenological approach to characterize the phenomenon that is referred to as mid-career teacher resocialization process in the context of CSR and a shift to the IBPYP model. With that said, as a researcher with a critical realist ontological and epistemological ideology that underpins my thinking, it is essential to not only characterize the phenomenon itself, but also to characterize the mechanisms that may contribute to, or cause, the phenomenon. While the role boundary perspective has been found to be a useful "heuristic device" (Cottrell & James, 2016, 17) when studying the process of headteacher socialization in an educational context, the use of critical incidents limited the depth of understanding of the socialization process experienced by headteachers. This research applied the role boundary perspective, combined with concepts of cultural adaptation, to investigate the concept of mid-career teacher resocialization.

As the literature suggests, CSR incorporates nine specific criteria during the reform process. The literature supports the idea that the IBPYP qualifies as a CSR model and the literature review articulates the nature of the IBPYP in the context of those criteria. As a

researcher employing a phenomenological methodology with a critical realist ideology, I hesitated to make suppositions on the exact nature of the mechanisms that contribute to a mid-career teacher's adaptation to her new professional reality. It is important to note, however, that the mechanisms contributing to the focus phenomenon (mid-career teacher resocialization) may be wide ranging and could include but are not limited to:

- Shifts in formal or informal structures within the school
- Changes in expectations of teaching and learning within the classroom
- Policy changes that occur within the organization
- Provision (or lack there-of) of adequate and targeted professional development
- Access to experts both outside and within the school organization
- Shifts in the cultural of the school and the school community

Each of these mechanisms, or a combination thereof, could have a meaningful impact on the teachers' understanding of their role-as-teacher and may, thus, result in a shifting role boundary.

As a phenomenological researcher, I maintained an open mind while collecting and analyzing the data in this study and approach the research without predetermination of outcomes. By doing so, I intended to more deeply characterize the nature of not only the phenomenon of mid-career teacher resocialization but also the specific mechanisms that cause the phenomenon to occur.

3.5.2 Cultural Adaptation as a Framework for Analysis

The literature provides a succinct characterization of organizational culture as "the way we do things around here" (Deal and Kennedy, 1982, 4). Noting that educational reform is a "complex cultural endeavor" (Gordon and Patterson, 2008, 33), CSR represents a fundamental shift in the way things are done at both the school organizational level as well as shift in the role-as-teacher, it is essential for schools to develop a culture that intentionally addresses the predisposition of schools and teachers to "legitimize preexisting educational practice" (Gordon and Patterson, 2008, 33) that were employed prior to CSR efforts. This study will analyze mid-career teachers' adaptation to CSR through a school's effective use of professional development and professional collaboration as central to their organizational culture, referred to herein as cultural adaptation. Research shows that a school culture that includes structures for targeted professional learning (Lassig, 2009, Johnson, 2010) and professional collaboration (Waldron and McLeskey, 2010, Leithwood and Jantzi, 2006) effectively support the educational reform process.

Cultural adaptation, or the intentional and targeted implementation of professional development and professional collaboration to facilitate change and reform efforts in a school setting, can be applied to all factors that may result in a shift in norms, behaviors, values, and structures within the school organization. Such a concept could have been applied in multiple studies previously reference. For example, in their research on *Lesson Study as Professional Culture in Japanese Schools,* Arani et al (2010) demonstrate their belief that "culture has always been in a process of change" (172) and "regard school culture as malleable, forever accommodating possibilities for leadership inspired change" (172). This malleability and the corresponding changes that are described by Arani et al (2010), facilitated by the implementation of formal professional development practices and supported by an intentional approach to professional collaboration, are precisely what this cultural adaptation framework will characterize in the context of mid-career teacher resocialization as impacted by CSR in the model of the IBPYP.

3.6 Methods

3.6.1 Introduction

The following sections will provide the reader with a review of the research design utilized for this inquiry. First I will detail the rationale for the use of a qualitative approach and the selection of semi-structured interviews as the primary source of data collection. Next, I will share the process of identification of the participant sample including: school/location of participants, process of gaining entry, participant identification. I will then review the methods of data analysis that will be applied to collected data. These sections will conclude with discussion of reliability and validity of the data collected as well as ethical implications of the research design.

3.6.1.1 Semi-structured Interview

Interviews as a data collection source are commonly found throughout the literature across both quantitative and qualitative research designs. Gray (2014) argues that interviews are a preferred method of data in qualitative research (compared to questionnaires and other data collection methods) collection when:

- The research objectives are based upon understanding experiences, opinions, attitudes, values and processes.
- There is a need to attain highly personalized data.
- Opportunities for probing are required.
- A good return rate is important. (383)

There is a stark divergence in the practices of interviewing in qualitative research as opposed to quantitative research. Bryman (2015, 467) illustrates the key differences between quantitative and qualitative interviewing methods, including:

1. Quantitative interviews are more structured to maximize reliability and validity of measurement of key concepts and are designed to obtain specific answers to research questions.
2. Qualitative interviews aim to identify an interviewee's point of view rather than concerns of the interviewer/researcher.
3. Qualitative interviews encourage tangential conversation that provides insights into the participants' experience. Such tangents are discouraged in a quantitative interview context.
4. Qualitative interviews tend to be flexible and can depart from the interview guide and follow new lines of inquiry that emerge during the discussion. Such departures shall not be included in quantitative interviewing.
5. Qualitative interviews are intended to elicit detailed answers for potential interpretation. Quantitative interviews are intended to provide concise and specific information that can be quickly coded.
6. Qualitative interviewees can be interviewed on multiple occasions, a practice that is not a component of quantitative interviewing.

This research took a qualitative approach to understanding the experiences of mid-career teachers. A less-structured model of interviewing is necessary in order to gain deeper understanding of the resocialization experience encountered by mid-career teachers. In qualitative research, Bryman (2015) as well as Gray (2014) suggests there are two primary approaches to data collection through interviewing: unstructured and semi-structured interviews. The next section will illustrate the key differences between these two interviewing models and will provide justification for the selected method, semi-structured interviews, for this study.

3.6.1.2 Unstructured vs. Semi-structured Interviewing

Bryman (2015) acknowledges that "qualitative interviewing varies a great deal in the approach taken by the interviewer" (468). Recognizing this variance, the predominance of qualitative interviewing takes the form of either unstructured and semi-structured strategies. Each interviewing technique has benefits as a data collection technique and it is important for a researcher to select the method that most closely aligns with the intent of the research

pursued. Table 3.6.1.2, adapted from Gray (2014), details the characteristics of semi-structured and unstructured interviews:

Table 3.1 Semi-Structured vs. Unstructured Interview

Table comparing the features of a semi-structured interview with those of an unstructured interview

Semi-Structured	Unstructured
Slow and time consuming to data capture and analyse	As for semi-structured
The longer the interview, the more advisable it is to use random sampling	Opportunity and snowball sampling often used. In organizations, targeting of key 'informant'
Interviewer refers to a guide containing mixture of open and closed questions. Interviewer improvises using own judgement	Interviewer uses aide-memoire of topics for discussion and improvises
Sometimes interviewer-led. Sometimes informant-led	Non-directive interviewing
Quantitative parts easy to analyse.	Usually hard to analyse.
Mixture of positivist and non-positivist.	Non-positivist view of knowledge
Harder to ensure anonymity.	Researcher tends to know the informant

(387)

Given the nature of the research conducted in this study, I selected semi-structured interviewing as the method for data collection. The following section will provide rationale for the use of semi-structured interviews as the primary data-collection method for this study.

3.6.2 Rationale for Semi-Structured Interviews

While unstructured and semi-structured interview techniques share some qualities in a qualitative research design. These similarities, as described by Bryman, (2015, 468) include:

- Flexibility for the researcher
- Provides the researcher with access to the topics, events, and issues that are important to the interviewee's experience.

There is divergence, however, with the context by which each method has been utilized throughout the research. While unstructured interviews are employed in circumstances where the researcher has only a general focus for research and seeks to gain a

deeper understanding of observed phenomena and is used in coordination with other research methods (DiCiccio and Crabtree, 2006), the semi-structured interview is utilized more commonly when the researcher has a "fairly clear focus" (Bryman, 2015, 469) and provides the researcher with opportunities to investigate matters of importance to the interviewee while remaining focused on matters associated with the focus of the investigation (DiCiccio and Crabtree, 2006; Bryman, 2015).

Semi-structured interviews have become the most commonly employed interviewing practice in qualitative research design and can be found across contexts of investigation. "Semi-structured in-depth interviews are the most widely used interviewing format for qualitative research" (DiCiccio and Crabtree, 2006, 315). and are commonly used in researchers' attempts to understanding the teacher experience (Yasar, 2018; Yukselir, 2017; Poole, 2012). Semi-structured interviews have also been proven to be a valuable method for the study of teacher socialization (Lengeling, 2017; MacPhail and Hartley, 2016; Pogodzinski, 2012) and professional socialization in general (Devenish, 2014). Through these studies, and many others, the utilization of semi-structured interviews as a primary, or exclusive, source of data collection has demonstrated to produce relevant and effective data for the purposes of thematic and idiographic analysis.

3.6.2.1 Application to the current study

Mid-career teacher resocialization is the experience of individual teachers as they adapt to phenomena that impact their professional experience. This study endeavored to identify the common experiences that teachers experience through the resocialization process while also developing a deeper understanding of the individual experiences of participants in the study. While unstructured and structured interviews create barriers and limitations for data-collection, including a risk of divergence from the goals of the research in the case of former and the unnecessary limitation placed on the depth of response in the case of the latter, semi-structured interviews provide a researcher with an effective frame by which to understand and interpret the individual experiences of mid-career teachers as they adapt to the IBPYP.

Gray (2014) states that "the semi-structured interview allows for probing of views and opinions where it is desirable for respondents to expand on their answers" (386). He further notes that such an approach is "vital when a phenomenological approach is being taken where the objective is to explore subjective meanings that respondents ascribe to concepts or events" (386). Charmaz (2006) and Esterberg (2002) favor semi-structured interviews when respondents are characterizing past experiences and are asked to "explore a topic more openly and to allow an interviewee to express their opinions and ideas in their

own words" (Esterberg, 2002, 87). As such, the semi-structured interview provides the necessary structures combined with flexibility for participants to fully articulate their experiences adapting to the implementation of the IBPYP.

3.6.3 Planning, Structuring, and Executing the Interviews

The following sections will detail the steps taken to plan, structure, and execute the data-collection phase of this investigation including: sampling, establishment of an interview guide, and methods of data analysis.

3.6.3.1 Sampling

Bryman (2015) notes that there are predominantly two guiding factors that researchers apply when determining a sample for qualitative investigation. The first limiting factor is one of convenience. Often times, qualitative researchers have limited time, access to participants, or experience other factors that could limit sample size. While these limitations are not sound for the purposes of effective outcomes in research, they are a reality for those conducting research and, thus, do have an impact on sample size in qualitative research. While convenience can be a limiting challenge for researchers, the 'gold standard' (Guest, Bunce, and Johnson, 2006) for determining the sample size in qualitative research is theoretical saturation.

Theoretical saturation is a term utilized throughout the research on qualitative research methods to articulate the rationale for sample size during qualitative inquiry (Morse 2015; Saunders et al., 2018; Sandelowski 1995; Bluff 1997; Byrne 2001; Fossey et al. 2002). Theoretical saturation refers to "the point at which no new information or themes are observed in the data" (Guest, Bunce and Johnson, 2006, 59). Through their analysis of various studies, they were only able to identify seven that provided sample size guidelines for the study. Included in those two studies were Morse (1994) and Creswell (1998) who characterized effective sample sizes for phenomenological studies. Morse (1994) recommended at least six participants while Creswell prescribed 5 - 25 participants. In neither case, Guest et al (2006) nor in the other five studies, was there rationale or evidence-based justification for their recommendations.

While the concept of theoretical saturation is a logical one, there is limited research supporting an explicit measure to determine that point at which saturation is achieved. These limitations in the literature led to an in depth investigation by Guest, Bunce and Johnson (2006) in their effort to more explicitly determine at what point in a study can

theoretical saturation be achieved. Their study concluded that based on their analysis, they had achieved data saturation after the analysis of 12 interviews.

Through their deliberate effort to "find out how many interviews were needed to get a reliable sense of thematic exhaustion and variability within our data set" (Guest, Bunce, and Johnson, 2006, 65), Guest, Bunce and Johnson provided clarity for future researchers to support the establishment of an appropriate sample size - 12 participants - for semi-structured interviews in a qualitative study. As such, and recognizing that there is support for sample size smaller than 12 in the literature (Morse, 1994 & Creswell, 1998), I have elected to include a sample size of 12 mid-career teachers in my study.

In the next sections, I will discuss the process used to select interview participants. First I will characterize the concept of purposive sampling, which helped guide my sample identification. Next I will detail the process used to identify sites where interview participants could be found. Then I will share the process used to identify participants from within those sites and how I recruited their participation.

3.6.3.2 Purposive Sampling

Bryman (2015) identifies two primary methods of sampling in qualitative research: probability sampling and purposive sampling. While probability sampling is often employed when the "interview questions do not suggest that particular categories of people should be sampled" (375). In such cases, a randomized sample may be more appropriate. In addition, while probabilistic sampling can apply to a majority of qualitative research (Guest, Bunce, and Johnson, 2006), in referencing Bernard (1995) and Trotter and Schensul (1998), that probabilistic sampling can be "virtually impossible to do in the field" (61). This challenge is particularly true for "hard-to-reach… populations" (61).

Purposive sampling, on the other hand, is commonly used in qualitative research and applies well in this research inquiry. Purposive sampling provides the researcher with a pathway to select participants "with direct reference to the research questions being asked" (Bryman, 2015, 375). This research is investigating the impact of CSR, specifically a transition from traditional instruction to the IBPYP, on mid-career teachers. The literature review provides detailed characterization of each component of this research that helps clearly identify the targeted population of this study, aligning well with the intent of a purposive sampling approach.

Bryman (2015) noted that purposive sampling often takes place at multiple levels of the investigation. He references the work of Maitlis and Lawrence (2007) and their study of the British symphony orchestra. Bryman notes that Maitlis and Lawrence engaged in two

levels of sampling, the orchestra and the interviewees, to isolate participants in their study. Similar multi-level sampling can be found throughout the literature (Uzum, 2015; Opara et al., 2019) and are, in fact, a necessary element of purposive sampling in qualitative investigation.

Bryman (2015) notes that in purposive sampling, "sites… and people… with the sites are selected because of their relevance to understanding a social phenomenon" (415). The following sections will discuss two-level purposive sampling conducted for this inquiry. First, it will discuss the organizational sampling used to determine sites that fit the criteria for this study. Second, I will discuss the teachers included as interviewees and the criteria used to select participants.

3.6.3.3 Purposive Sampling - Level I: The Schools

Identification of a purposive sample in this investigation requires the identification of sites with a common set of experiences that reflect the intent of this study. Specifically, this study aims to analyze the process of mid-career teacher resocialization in response to CSR, in this case the implementation of the IBPYP. To ensure a common set of experiences, the schools identified for participation must meet a common set of criteria that that characterized their principles and practices prior to the implementation of the IBPYP. For purposes of this study, prior to transitioning to the IBPYP, participant schools will have been identified as traditional public schools that:

1. Are part of a traditional school district structure (i.e. not a Public Charter School)
2. Provided instruction driven by local, state, and federal standards for teaching and learning.
3. Delivered instruction through a subject-independent structure (i.e. each subject area is taught as a stand-alone subject) rather than a transdisciplinary structure.
4. Instruction was delivered via a didactic, teacher-driven model rather than a student-centered, inquiry-based model.

In addition, it was necessary to identify schools that have implemented the IBPYP at a time in proximity to the data collection phase of this investigation. Through access to the International Baccalaureate 'Find an IB World School' feature (2019c), there are currently 511 state-funded schools in the United States who currently offer the IBPYP. A vast majority of these schools became authorized in a distant past that excludes them from this study. Effective analysis of a mid-career teacher's resocialization experience depends on that teacher's proximity to the changes impacting her. While there is an absence of literature that

defines the time lapse to assess the process of socialization within an organization, there is evidence that no more than 4 years should lapse to effectively analyze the impacts of organizational change (Chao et. al., 1994) with the predominance of socialization research taking place within the first year of service (Nifadkar & Bauer, 2016; Kowtha, 2018).

Recognizing that the concept of resocialization has not been extensively studied, there is an absence of literature on the timeliness of researcher interface with participants within a study. As such, I applied the work conducted throughout the literature on Organizational Socialization, referenced above, to support the identification of schools and participants in this study.

Selection of participant sites in this study was determined through the use of the International Baccalaureate Organization's "Find a School" feature on its website (International Baccalaureate Organization, 2019c). Using this tool, one can find all schools worldwide that implement its programs. Also available through this resource is the opportunity to identify the date of authorization that provides the viewer with a context for the school's enrollment in the organization's programming. The final detail available through this resource of importance to this study is the primary contact information that provides access to the Head of School for each participating school

Through the use of the 'Find a School' feature, I identified 511 publicly funded schools in the United States offering the IBPYP as its core programming. The vast majority of these schools have been authorized to deliver the programme for many years and are, thus, not appropriate sources for data for this study. Using the criteria referenced above, I endeavored to identify the schools who achieved authorization within one year of the data collection phase of this study. In these schools, mid-career teachers would have been adapting to the IBPYP for approximately 2.5 years based on the process of authorization followed by the International Baccalaureate Organization. Through analysis of all 511 schools, I was able to identify 46 schools that met the criteria.

Upon identifying the schools, I proceeded to contact each head of school via e-mail (Sample: Appendix B) to gain access and permission to conduct my study. From initial e-mails, I received a total of 7 responses that resulted in follow up communication via telephone. Through these phone calls, 3 sites were identified as viable possibilities for investigation. These schools both met the criteria set forth previously in this section and demonstrated the availability and willingness of teaching staff participation. Table 3.6.3.3 provides a summary of participating schools.

Table 3.2 Participating Schools

Table includes: Name of participating schools, anonymized for confidentiality; State in the United States where the school is located, eliminating the local municipality for confidentiality; Date of authorization; and the month when interviews were conducted.

School	Location	Date of Authorization	Date of Interview
Durango Elementary School	Colorado	December 2017	February 2018
Winterhaven Elementary School	Maryland	June 2018	January/February 2019
Bellhaven Elementary School	Washington	April 2018	September/October 2018

Having identified schools that fit the criteria for investigation, identification of participant mid-career teachers becomes the next step. The following section provides insight into the process utilized to identify participant mid-career teachers as interviewees in the study.

3.6.3.4 Purposive Sample - Level II: Participant Teachers

As Bryman (2015) notes, purposive sampling is a strategic way for a researcher samples individuals who are relevant to the research questions being posed." (415) Purposive sampling allows the researcher to conduct research with specific goals in mind. For the purposes of this study, I looked to assess the resocialization of mid-career teachers as they adapt through the implementation of the International Baccalaureate Primary Years Program as a model for CSR. Bryman (2015) reinforces that the researcher must have a clear understanding of the criteria required for inclusion in the study. As such, participation criteria for this study requires that:

- Participants meet the parameters set out in the literature review as Mid-Career Teachers (4 - 20 years of experience)
- Participants were previously socialized into the school prior to the implementation of the IBPYP (i.e. (s)he must have spent at least 3 full years in the school prior to the implementation of the IBPYP).
- Participants must have maintained their primary role within the school from prior to implementation through the date of interview.

By applying these criteria, I was able to ensure that the data collected reflects the experiences of a mid-career teacher. It also ensures that I am able to isolate the nature of the participant's adaptation to the IBPYP without need for consideration of other factors such as experience or job change.

Participant identification for this study was highly dependent upon the Principal/Head of School's support. Due to geographical considerations, I was unable to travel to the sites to consult with the staff and independently identify potential participants. The principal acted as my proxy in identifying potential participants. Through telephone consultation, I provided the principal with the criteria for participation. With the criteria, the principal identified potential participants and shared their names and email addresses with me to initiate contact. Throughout each communication, I emphasized that confidentiality would be central to my interviews with staff members and obtained consent from the principal to proceed.

Once I was provided with potential participants, I contacted each individual via email with an invitation to participate (see Appendix C). At each site, I was able to identify four teachers willing to participate in the study. While participant names are anonymized, the table below provides a summary of participants for this study. Through email communications, interviews were scheduled to be conducted via video conferencing software called Skype.

Table 3.3 Participant Mid-Career Teachers
Table includes: First name (anonymized) of participants; School where each participant taught; Total years of teaching experience; Total years of teaching experience at the participant school; and The role of each participant in the study

Name	Site	Total Years Experience	Years at Site	Role
Jennifer	Durango	12	12	Grade 2
Meredith	Durango	8	8	Grade 3
Gene	Durango	18	18	Grade 1
Susanne	Durango	17	17	Kindergarten
Paul	Winterhaven	7	7	Grade 3
Sheila	Winterhaven	19	19	Grade 1
Tracy	Winterhaven	15	8	Grade 2
Barbara	Winterhaven	9	9	Kindergarten
Mike	Bellhaven	9	9	Grade 4
Sally	Bellhaven	12	9	Kindergarten
Shelby	Bellhaven	10	10	Grade 2
Kristine	Bellhaven	15	15	Grade 1

3.6.5 Planning and conducting the interviews

An interview guide is an essential component of a semi-structured interview in a qualitative study as it ensures the interview addresses the topics under investigation and prevents the interview from drifting too far off course (Esterberg, 2002). The interview

guide must be guided by the research questions associated with the study. Bryman (2015) suggests that a researcher considers the question "what do I need to know in order to answer each of the research questions I'm interested in" (470)? While the interview guide provides a framework to help maintain focus within the interview, there are opportunities throughout to veer off course and a well-designed interview guide can support the interviewer's efforts to stay on course.

Bryman (2015) and Esterberg (2002) provide guidance to support the development of an interview guide that ensures relevance. Bryman, in referencing Charmaz (2002) suggests that there are three types of questions that should be considered, including: "Initial open ended questions (i.e. What prompted the change?); Intermediate questions (i.e. How did you feel about… when you first learned about it?); and Ending questions (i.e. How far have your views changed?)" (475). The emphasis on creating an interview guide with open ended questions is supported by Esterberg (2002) as such questions effectively open up the discussion for further dialogue and a deeper expression of the individual's experiences as they relate to the research. Utilizing the guidance provided by Bryman and Esterberg, an Interview Guide was developed, piloted, and revised for formal implementation. The interview guide can be found in Appendix F.

3.7 Data Analysis - Interpretive Phenomenological Analysis, Interpretive Phenomenology and Thematic Analysis

Through the methodological perspective of Interpretive Phenomenology, data analysis in this qualitative study looked to describe the experiences of individual participants as they personally experience the phenomena of mid-career teacher resocialization through the implementation of the IBPYP. The analytical work must extend beyond a description of the phenomenon being studies and assess for meaning that is embedded in participant actions (Moran, 2000). Here, the researcher must endeavor to develop an understanding of the unique experience of participants and their perspectives of their world through their reflective articulation of those experiences, gaining an understanding of participants as they adapt to the changes in their school setting, teaching experiences, internal relationships, and the nature of their role within the school that are driven by the implementation of the IBPYP (van Maanen, 1997; Lopez and Willis, 2004). Analysis in this context employed the work of Benner (1994) and Smith (1996) by interpreting the experience of participant teachers resocialization from both a thematic perspective and through an idiographic perspective.

3.7.1. Thematic Analysis in Interpretive Phenomenology

Bryman (2015) notes that thematic analysis is widely used when qualitative methods are employed but notes that thematic analysis "is not an approach that has an identifiable heritage or that has been outlined in terms of a distinctive cluster of techniques" (584). While true, thematic analysis is widely used and has proven to provide a reliable approach to data analysis in qualitative study and an approach that appears in recent literature involving phenomenological investigation (Svedlund, Danielson, and Norberg, 1994; Helvig and Minick, 2013; Webb and Welsh, 2019).

For purposes of this research, I followed the guiding principles outlined by Bryman (2015) who incorporates insights from other writers, most notably Attride-Stirling (2001), Gioia, Corley, and Hamilton (2012), and Ritchie et al. (2003) in constructing a Six step process of thematic analysis. Those steps outlined by Bryman (2015, 588) include:

1. Read through at least a sample of the materials to be analyzed.
2. Begin coding the materials.
3. Elaborate many of the codes into themes.
4. Evaluate the higher-order codes or themes.
    a. Give names or labels to the themes and their sub-themes (if there are any).
5. Examine possible links and connections between concepts and/or how the concepts vary in terms of features of the cases.
6. Write up the insights from the previous stages to provide a compelling narrative about the data.
    a. Make sure you justify your themes.

Through the application of Bryman's guiding principles, this thesis provides a series of thematic conclusions (see Chapter 4) and discussion (see Chapter 5) that will provide the field with new understandings related to mid-career teacher resocialization in the context of CSR. The following sub-section will provide a detailed account of the thematic coding and categorization process applied to this research inquiry.

3.7.1 Thematic Coding and Categorization

Gibbs (2007) characterizes coding in qualitative research as "a way of indexing or categorizing the text in order to establish a framework of thematic ideas about it" (2). This study utilized semi-structured interviews of 12 participant mid-career teachers as the most appropriate and single data collection method for this research inquiry. During data

collection, interviews were audio recorded to provide future access to collected data. Upon completion of the interviews, the researcher transcribed each interview (Sample transcription available in Appendix G) and utilized a process of coding and categorization in an effort to identified relevant themes that emerged from the study. Noting that many phenomenological researchers favor a strict data-driven coding process (Giorgi and Giorgi, 2003), it is also noted that such an approach is often unrealistic. In fact, it is common for researchers working in a "context of a clear theoretical framework" (Gibbs, 2007, 9) to have a clear sense of potential codes to be applied to the collected data. As such, I elected to use a combination of concept-driven coding and data-driven coding for purposes of thematic determination. Using this combination of concept and data driven codes, I applied an iterative process to data analysis that resulted in the primary themes and sub-themes that are presented in the upcoming Chapter 4. The following sub-sections articulate the coding process utilized for the current study.

3.7.1.1 Concept-driven Coding

As noted above, the purpose of coding in qualitative research is to provide a researcher with a method of indexing and categorizing data collected within the context of a study. Gibbs (2007) notes that while codes utilized in qualitative research are typically derived directly from the data collected (referred to as data-driven coding), he indicates that it is also possible to establish codes from other sources including available research, previous studies, topics taken from the interview guide, and researcher "hunches" (8) about what is going on (referred to as concept-driven coding). During the thematic analysis carried out for this research inquiry, I utilized a combination of concept-driven coding and data-driven coding to identify participant responses that represented theoretical ideas that emerged from the data.

Concept-driven codes are, as Gibbs (2007) described, derived from the literature, previous research, topics from the interview guide, and even hunches experienced by the researcher. In an effort to establish an initial lens through which I read through the collected interview data, I established a set of preliminary codes that were informed by the literature reviewed for this research inquiry which had informed the interview guide (Appendix F). These initial codes were informed by the theoretical frameworks applied to this study, the role boundary perspective and cultural adaptation, as well as Bauer's (2007) model of organizational socialization that includes role clarity, self-efficacy, and social acceptance as three key indicators of a newcomer's adaptation.

While concept-driven coding, and the codes represented in this section, provided an initial lens used to review the data, the research demonstrated that the coding and

categorization of data is best accomplished when the researcher is able to set aside his/her pre-existing presuppositions and let the data guide him/her toward the emergent themes that the data will reveal. This process, referred to as data-driven coding, is preferred by phenomenological researchers. Noting that concept-driven coding was utilized as a starting point for data analysis in this inquiry, data-driven coding emerged as an essential coding mechanism utilized in this research inquiry.

3.7.1.2 Data-driven Coding

While concept-driven codes were developed prior to the analysis of the data to provide an initial lens for data review and provided valuable insights into the lived experiences of participant teachers, it was also important for me, as the researcher, to set aside my presuppositions and allow the data to tell a story. Data-driven coding is a process by which a researcher allows for the emergence of common concepts, ideas and themes to emerge directly from the collected data (Gibbs, 2007). The process of data-driven coding in a phenomenological investigation is an iterative process that requires multiple re-reads of the collected data to increasingly synthesize the data into relevant themes that emerge from the data itself. The follow sub-section describes the iterative process of data-driven coding utilized for this research inquiry

3.7.1.2a Iterative Process of Data-driven Coding

The process of data-driven coding and analysis in phenomenological research is one that is "time-consuming, labour-intensive, and both imaginatively and emotionally demanding" (Smith et al., 2009, 42). Through a process referred to as intensive reading, or the act of paying close attention to all facets of the text being read (Charmaz, 2006; Gibbs, 2007), a qualitative researcher benefits from reading through the interview transcripts "at least three times to get a feel of what the research participants were saying verbally, and to get a better feel" (Alase, 2017, 16) for how the subject-matter has "affected their lived experiences" (Alase, 2017, 16).

While reading intensively through the text, the phenomenological researcher applies a three stage iterative process in an effort to synthesize the collected data into categories (Alase, 2017). The first stage is characterized by the coding of larger segments of participant responses into more meaningful statements or sentences. This helps the researcher begin organizing the data into a format that becomes more manageable. The second stage of coding described by Alase further condenses the initial statements into fewer words to "move closer to the 'core essence' of the central meaning of the… participants'

lived experience" (2017, 16). The third, and final stage, of coding for a phenomenological researcher as characterized by Alase (2017) is referred to as the "category phase" (16) and is characterized by the researcher synthesizing the participants' responses into "extremely few words… to encapsulate… the 'core essence' of the central meaning of the… participants' lived experiences in one or two words" (Alase, 2017, 16).

This iterative process provides the researcher with a methodical, systematic approach to establishing clear, data-driven codes that will allow the researcher to identify common categories that emerge from the data and inform the emergence of themes. The following section provides a synopsis of the process of data analysis utilized in this study.

3.7.2 Process of Data Analysis

In the previous section, I described an iterative process of data-driven coding that was used to established codes used for analysis. Through this iterative process, beginning analysis with concept-driven codes leading to the establishment of data-driven codes, I applied the established data-driven coding to the text of the 12 transcribed interviews. This process was done manually, utilizing printed transcripts of each interview. Excerpts of the text were bracketed with related codes written in the margin of the paper. To ensure all relevant text representing the lived experience of the participants was captured, each transcript was read three times for coding purposes.

Once coding was complete, I utilized the coded text to retrieve thematically related sections of the text together. With the thematically related text consolidated, I was able to identify commonalities of experience, divergence in participant experience, and, ultimately, identify themes and sub-themes that represent the lived experiences of the research participants that emerged from the data collected in this study. The following sub-section provides an example from Chapter 4 that demonstrates how the coding, categorization, and analysis resulted in the emergence of a theme in this study.

3.7.3 Example: Thematic Emergence

To illustrate the process of coding and categorization that led to the emergent themes in this study, I will utilize one of the themes presented in Chapter 4 as an example. On page 92, I introduce the following theme:

> *Adaptation to components of the International Baccalaureate Primary Years Program has a negative impact on mid-career teachers' sense of self-efficacy*

The following characterizes the process of coding, categorization and analysis that led to the establishment of this theme.

3.7.3.1 Concept-driven Coding

As mentioned previously, I established a number of preliminary codes that were rooted in the literature. Specifically, I utilized Bauer's (2007) three key indicators of newcomer adjustment during organizational socialization as a foundation for my literature-based preliminary codes. As such, I identified 'teacher self-efficacy' as a preliminary code to use as a lens for initial review. During my initial read-throughs of each interview transcript, I made note of text where the teacher either stated or intimated moments, events, or circumstances that impacted their self-efficacy. An example of a direct quote identified during this phase of coding includes:

> *"At the beginning I thought it was frustrating because there was so much to remember. I couldn't remember what they were, where they fit. It just seemed like there was so much all at once. But it was a completely different way of teaching." (Meredith, Durango)*

While this quote from Meredith (Durango) provides evidence that the implementation of the IBPYP has a negative impact on mid-career teachers' sense of self-efficacy, this was not reflected in all of the references related to self-efficacy. There were statements made by participants that reflected improvements or positive sense of self-efficacy, including:

> *"We are three years into implementation and I'm starting to finally see and understand that my role as the teacher isn't to be the knowledge-keeper or decide exactly what the summative task is going to look like but it is more to allow the kids to include their voice and choice in their learning." (Sally, Bellhaven)*

Throughout the interview transcripts from research participants, there were many references to the impact of implementing the IBPYP on their sense of self efficacy. By reading through the transcripts multiple times, I was able to gain a general sense of common concepts and ideas that were emerging from the data. The initial read-throughs led to the establishment of data-driven codes that were then applied to the transcribed text. The next section details the data-driven coding that emerged from the initial reads of the transcripts using concept-driven coding.

3.7.3.2 Example: Data-driven Coding

As noted in the previous sub-section, the initial stage of data analysis included the application of concept-driven codes helped to isolate generally related text, in this case related to the concept of self-efficacy. Upon review of the data related to self-efficacy, I applied the first stage of analysis detailed in section 3.7.1.2a. During this initial stage, it emerged that there may be circumstances related to the lived experiences of research participants in the context of the implementation of the IBPYP that could negatively impact their self-efficacy and other lived experiences that could positively impact their self-efficacy. Evidence of this divergence related to self-efficacy is referenced in the previous section. Given the emergence of such evidence, the second phase of data analysis resulted in the coding of text into more narrowly related topics including:

1. Negative impact on self-efficacy
2. Positive impact on self-efficacy

While this provided a more focused set of potential codes, there still was not a clear picture of what factors negatively impacted self-efficacy and why.

With the establishment of more specific data-driven coding, I continued to read through the text in an effort to identify the 'true gist' or 'core essence' of the participant experience as it related to both the negative impacts on self-efficacy and positive impacts on self-efficacy. Through the second stage of data-driven coding, data emerged that suggested that components of the IBPYP and its implementation may have negatively impacted the self-efficacy of participants. As such, the following data-driven code emerged:

IBPYP, Implementation, Negative Impact, Self-efficacy

When reviewing the transcribed text with this code established, there were multiple references to the IBPYP, its components, and implementation in the context of participants' negative self-efficacy. Those include:

> "*The first couple of years were tough. We struggled with the transdisciplinary approach, the inquiry approach to instruction, finding the time to get done what we needed to get done as PYP teachers. Implementing the PYP was harder than any of us thought it would be. But we are three years in now and it's starting to feel a lot better." (Michael, Bellhaven)*

And

> *"I had a very difficult time understanding the logic. Really, that first year was a huge struggle. I left completely the many times that we met and discussing, my head was spinning. I had no idea what was going on." (Sheila, Winterhaven)*

While these are just two quotations from the data collected, they represented experiences of all research participants. Through a data-driven analysis, evidence emerged from the data that participant adaptation to changes associated with the IBPYP were at the root of their lived experiences. Through this iterative, analytical approach to the collected data, I was able to synthesize the common ideas, or the core essence of the central meaning of the research participants lived experiences into the theme: *Adaptation to components of the International Baccalaureate Primary Years Program has a negative impact on mid-career teachers' sense of self-efficacy"* Full articulation of this theme can be found beginning on page 92 in Chapter 4, to follow.

3.8 Validity and Reliability

Analyzing the nature of the human experience in contexts not fully understood subjects a qualitative researcher to questions of credibility in their research design. It is paramount for a qualitative researcher in the social world to take great care to ensure research design and execution reflect a process that is both reliable and valid (Seale, 1999; Carmines and Zeller, 1979). Carmines and Zeller (1979) define reliability as the "extent to which an experiment, test, or any measuring procedure yields the same results on repeated trials" (11). In practical terms, reliability addresses the extent to which a research design can be replicated. While reliability speaks to the process of data collection and its replicability, validity speaks to the "correspondence between researchers' observations and the theoretical ideas they develop" (Bryman, 2015, 384) and the extent by which the findings in a given study can be "generalized across social settings" (Bryman, 2015, 384).

Lincoln and Guba (1985) and Guba and Lincoln (1994) identify a two-criteria system for assessing the reliability and validity of a qualitative study. These criteria are trustworthiness and authenticity. Trustworthiness includes four criteria that can be effectively applied to qualitative research. They are:

1. Credibility
2. Transferability
3. Dependability
4. Confirmability

The following sections will provide insights into how these will be applied to this research to ensure the outcomes meet the standards required for reliability and validity of its outcomes.

3.8.1 Credibility

Bryman (2015) equates Guba and Lincoln's (1994) credibility to the more widely acknowledged concept of internal validity. Bryman (2015) notes that for research outcomes to meet the criteria for credibility, the researcher must ensure that "research is carried out according to the principles of good practice and submitting research findings to the members of the social world who were studied in order to obtain confirmation that the investigator has correctly understood that social world" (2015, 384). While the nature of this research design is rooted in effective practices for qualitative research and supported throughout the literature, it is necessary to ensure that the findings herein authentically reflect the positions of the participants. As such, to ensure internal validity, or credibility, this research employed the principles of respondent validation.

Respondent validation is a "process whereby a researcher provides the people on whom he or she has conducted research with an account of his or her findings" (Bryman, 2015, 395). Utilized by qualitative researchers (Bloor, 1978; Torrence, 2012; Hyland and Hyland, 2019), respondent validation has been utilized to ensure that the information gained through the research and data collection is accurately interpreted and applied to the development of themes and outcomes of the research. Respondent validation is applied in this research through multiple means. First, participants were provided with a full transcription of the conducted interview to ensure that their responses were accurately chronicled and reflect their perceptions. Second, participants were provided a draft copy of the analysis and outcomes of the study to ensure that the themes derived from the data align with their experience. While it is important to recognize that internal validity cannot be completely assured in a qualitative design, this multi-step respondent validation provides the researcher with reasonable assurances that the data collected meets the criteria for credibility/internal validity.

3.8.2 Transferability

Otherwise referred to as external validity, transferability refers to the extent by which the findings can be generalized. It is acknowledged that external validity, or transferability, can be a challenge for qualitative researchers (Leung, 2015) but is an essential consideration for the researcher, none-the-less (Lincoln and Guba, 1985), as qualitative studies are typically conducted in unique settings with a focused analysis on underrepresented topics. As is the case in this study, where I am analyzing the impact of CSR on an as-of-yet unstudied concept (mid-career teacher resocialization) challenges of external validity do exist.

To address these challenges, analysis was detailed using the concept of 'thick description' (Geertz, 1973; Lincoln and Guba,1985). A thick description refers to "detailed accounts of a social setting that can form the basis for the creation of general statements about" (Bryan, 2015, 697) a particular social phenomenon. Recognizing the there is an inherent challenge with replicability in qualitative research, Lincoln and Guba (1985) argue that "a thick description provides others with what they refer to as a database for making judgements about the possible transferability of findings" (Bryman, 2015, 385) The summary of data, analysis and discussion of the findings include extensive direct responses and quotes from participants to ensure thematic claims are well supported by the data and are further rooted in the literature.

3.8.3 Dependability

Aligning with the qualitative concept of reliability, dependability requires the researcher to maintain complete and accurate record throughout all phases of the research process to ensure that the research could be replicated (Bryman, 2015). While it is important to note that in a qualitative research design, there are factors and dynamics that present challenges for replicability, by maintaining a detailed account of the research process from its inception through completion, a researcher ensures that his research meets the criteria of reliability and consistency that may allow an outside researcher to critique and audit the process employed through a qualitative research study (Moon, K. et al., 2016; Sandelowski 1986; and Streubert, 2007), which is essential for the overall trustworthiness of a research inquiry.

To meet the standard of dependability in this research design, I kept careful account of all correspondence, notes related to the process of sample identification, and have maintained copies of audio recordings and transcripts of conducted interviews. Through the data analysis process, I maintained accurate and detailed notes regarding process and reflections to ensure the refinement of my thematic conclusions can be understood and applied to future study.

3.8.4 Confirmability

Confirmability refers to the researcher's obligation to maintain objectivity throughout the research process with a focus on eliminating bias, personal values, and theoretical inclination when drawing conclusions in a qualitative study (Bryman, 2015). It is important, here, to acknowledge my dual role as a researcher and practitioner in the field. As a principal, I have led a school through the IBPYP Authorization process and have been an observer and a contributor to the process that I am trying to describe in this study. As such, I remained

conscious of my potential biases and uninformed opinions throughout this process to ensure that the data drives the thematic conclusions of this study, not my personal experience. To ensure I maintain complete objectivity (or as complete as can be expected), I consistently reflected on my objectivity and I utilized the outcomes of my respondent validation to ensure that the outcomes of this study are driven by the data collected from the participants and not from my personal biases or experiences as a principal in the context being described herein.

3.8.5 Pilot Study

When conducting a qualitative research inquiry, a researcher may effectively ensure validity and reliability by taking steps to ensure the intended methodological approach, including the methods and ideas, work in practice (Jariath et al., 2000; Prescott and Soeken, 1989). Kim (2011) notes that a pilot study "can be especially useful to novice researchers when they assess and prepare their interview and observation techniques" (193). Research characterizes a pilot study as a feasibility study or a small-scale methodological test that can inform the methodological tactics implemented by a researcher (Prescott and Soeken, 1989; Muoio et al., 1995). In particular, and of relevance to the current research, a pilot study can be used to assess the efficacy of the interview protocol intended for the data collection phase of the inquiry (Holloway, 1997).

As a novice researcher investigating an as yet to be identified phenomenon, I elected to conduct a small-scale pilot study to test the validity of my data-collection tool, the preliminary interview guide found in Appendix F. Through the execution of the pilot study, I was able to ensure that the "research [was] carried out according to principles of good practice" (Bryman, 2015, 384) required to ensure credibility of the current research and were likely to produce a detailed account of participant experience as it related to the focus of the study, ensuring that this study met the criteria for transferability. The following sub-sections characterize the site, participant sample, and outcomes of the pilot study that informed the full-scale inquiry.

3.8.5.1 Sub-section: Pilot Study – Site

Prior to formal data-collection, I devised a small-scale pilot study to ensure that the data-collection techniques were focused on ensuring the validity of the data-collection process. During the spring of 2018, I developed an interview guide that would inform the semi-structured interviews to be conducted. At that time, I was the principal of a school that met the criteria for participation in my study, having begun the IBPYP implementation three years prior. This school had previously delivered a 'traditional' instructional model that was detailed in Section 3.6.3.3 and had transitioned to the inquiry-based, transdisciplinary, global

framework prescribed by the IBO and the IBPYP. This school was not included in the sample for the full-scale inquiry due to my role as the principal. Prior to conducting this study, and due to my experience as a principal at this school, I determined that the role of the principal in the resocialization process may be significant and, as a result, I would be unable to utilize my school for data-collection due to my dual role as the principal and researcher in this study.

Noting that my role as the principal of this school precluded me from using my school, and its teachers, as part of my sample for the inquiry, it provided a viable opportunity for piloting the data-collection methods designed for the current research. The next sub-section will articulate the participant sampling from the pilot site in this study and the rationale for utilizing participants from my school for the pilot study.

3.8.5.2 Pilot Study – Participant Sample

As the principal of a school that met the criteria for participation in this study, I was able to utilize this site for participation as a pilot study. As the principal, I had access to the full staff of teachers who had experienced the phenomenon at the core of this research inquiry – mid-career teacher resocialization in the context of CSR. At the time of the pilot study, the pilot school had nine teachers who met the criteria defining a mid-career teacher detailed in Section 2.5. I invited all nine teachers with an opportunity to participate in the pilot study. Of the nine potential participants, five expressed a willingness to support my research as participants in the research inquiry.

While the participants for my study were accessible to me for face-to-face interviews, I elected to conduct the interviews via Skype to mirror the process that I would utilize for the participants in the full study. Utilizing the interview guide available in Appendix F, I conducted five interviews each lasting between 53 and 62 minutes in duration. The following sub-section articulates the impacts of the pilot study in informing the methods utilized for the full-scale inquiry.

3.8.5.3 Pilot Study – Impacts

As noted above, a pilot study is utilized by a researcher to assess the feasibility of the study, ensure the methods and ideas work in practice, and in the case of the current research, assess the efficacy of the interview protocol intended for use with the full-scale inquiry. As a novice researcher with limited experience conducting semi-structured interviews as a data-

collection tool in qualitative research, the pilot study for this inquiry had three primary influences on the full scale inquiry. Those influences were:

1. To assess the viability and efficacy of the use of video-conferencing (Skype) to conduct the interviews.
2. To assess and inform the interview guide to be used in the full-scale inquiry.
3. To rehearse my skills as a researcher/interviewer for the inquiry.

One purpose of the pilot study was to ensure the viability and the efficacy of using video conferencing (Skype) software as a method of conducting the interviews for the inquiry. During the pilot study, three out of the five interviews were conducted seamlessly and produced an environment that was effective and suitable for data-collection. Of the two remaining participants in the sample, one experienced challenges with the internet connection in their home while the other had no prior experience using Skype. Noting these two challenges that arose during the piloting process, I modified my plan for conducting the interviews with participants in the full study. Initially, I intended to restrict my interviews to video conferencing, including Skype or FaceTime. As a result of the pilot study, I included traditional phone conversation, as well as video conferencing, as an option for interview participation (See: Appendix D – Template Informed Consent). The provision of a traditional phone call provided solutions to both the technical difficulties that had arisen due to internet connectivity issues as well as challenges that were presented by participants inexperienced with video conferencing software.

The second purpose of the pilot study was to assess the viability and the efficacy of the interview guide developed for the study. Through the pilot study, I was able to identify 8 core questions to help guide the semi-structured interviews during formal data collection (See: Appendix F). As noted in Section 3.6.5, the interview guide was designed to help maintain focus and to ensure the researcher stays on course. The open-ended nature of the interview guide provided the researcher with an opportunity to investigate relevant topics with greater depth as they arose through the interview process.

Finally, the third purpose of the pilot study was to provide me, as a novice researcher, with experience and practice to refine my data-collection skills. Having had limited experience prior to this inquiry with semi-structured interviews, it was essential for me to gain such experience prior to formal data collection to ensure the information gathered was relevant to the study and addressed the research questions guiding the research. The execution of the pilot study provided me with a more refined approach to data collection to ensure the data could be collected effectively, that it produced data relevant to the study and

provided me with improved skills as a qualitative researcher with limited previous experience facilitating semi-structured interviews. Each of these benefits contributed to the validity and reliability of the study detailed in the previous sub-sections above.

3.9 Ethical Considerations

This research inquiry was conducted in accordance with the University of Bath policy for ethical conduct of research and confirms to the British Educational Research Association's Ethical Guidelines for educational research (BERA, 2018). Five main principles underpinned the collection and reporting of data for the empirical illustration.

1. Social science is fundamental to a democratic society, and should be inclusive of different interests, values, funders, methods and perspectives.
2. All social science should respect the privacy, autonomy, diversity, values and dignity of individuals, groups and communities.
3. All social science should be conducted with integrity throughout, employing the most appropriate methods for the research purpose.
4. All social scientists should act with regard to their social responsibilities in conducting and disseminating their research.
5. All social science should aim to maximise benefit and minimise harm. (BERA, 2018, 4)

Throughout the research and data collection phase, all participants were treated as professionals and with respect. Each participant was provided, in advance of participation, a voluntary informed consent (Appendix D). The Informed Consent document provided to them included a summary of the research being conducted with an opportunity to discuss aspects of the study further with the researcher. Consent, further, provided participants to withdraw from the study without prejudice and penalty.

Recognizing that anonymity is a common and expected practice in educational research and an expectation of ethics review boards at universities (Giordano, O'Reilly, Taylor, and Dogra, 2007), care has been taken to ensure that confidentiality and anonymity is provided to participants in this study. To ensure confidentiality of the participants, all defining details including participant names, school names, and municipalities are anonymized throughout the writing and documentation of this research. This will be to ensure that there can be no harm to come to any participant due to their honest conveyance of their experience through the changes associated with the IBPYP. All participants were

provided assurance of confidentiality and anonymization prior to their participation in this study (Appendix D).

CHAPTER 4: RESULTS AND FINDINGS

4.1 Introduction

The purpose of this chapter is to present the key findings that arose through a thematic review of the data collected during this inquiry. It is organized according to themes, sub-themes, and sub-sub themes that emerged through the interpretive phenomenological analysis of the transcribed interviews conducted during the study. Sub-section 4.1.1 will provide the reader with the framework of the chapter to follow. This will be followed sub-section 4.1.2 by a summary review of the thematic coding and categorization process applied to the current study.

4.1.2 Organization of Chapter 4

Chapter 4 provides the reader with the key findings that emerged from the current study. Following this introductory section, Chapter 4 includes four additional sections that present the results. As noted above, sub-section 4.1.2 provides a summary review of the thematic coding and categorization process applied to the current research. This is followed by section 4.2, which provides evidence to support the theme that the decisions made by and expertise of school leadership is a factor impacting mid-career teacher resocialization. This section includes two primary sub-themes including: How the IBPYP was introduced to staff and adopted by the school impacted staff perceptions of the IBPYP; and Expertise, or lack-there-of, of school leadership played a role in the adaptation process of mid-career teachers. In analysis of the latter, multiple sub-sub themes emerged including: The absence of expertise negatively impacts teacher adaptation during CSR; The availability of expert leadership is beneficial to mid-career teachers during adaptation to CSR; and an expert principal can have a positive impact on the mid-career teacher's adaptation to CSR.

Section 4.3 provides evidence to support the theme that implementation of the IBPYP results in a shift in the role-as-teacher for mid-career teachers due to the complexity of the program and the new knowledge and skills required to deliver the program. Through analysis of the evidence, three sub-themes emerged including: First year adaptation is challenging due to the learning curve, lack of program knowledge, and, in some cases, a lack of in-house expertise; Adaptation to reform after year-three of implementation was variable among participants; and the role of the teacher shifts as a result of the implementation of the IBPYP including a shift in the instructional design and planning for instruction as well as a shift in the instructional role of the teacher within the classroom.

Section 4.4 provides evidence to support the theme that there are specific cultural and structural changes that result from the implementation of the IBPYP that impact mid-

career teachers. Through analysis of the evidence, two sub-themes emerged including: IBPYP schools implement targeted professional development to support the implementation of the program and there is a shift to formal and focused collaborative practices during the implementation of the IBPYP.

Section 4.5 provides evidence to support the theme that adaptation to components of the IBPYP have a negative impact on mid-career teachers' sense of self-efficacy. This section will provide supporting details, included in two sub-sections, of the impacts CSR on participant teachers' sense of self-efficacy after year one of implementation and after year three.

As this chapter will provide the reader with the key themes that arose through Interpretive Phenomenological Analysis of the data collected, an in-depth analysis, based on the literature reviewed in Chapter 2, will be found in Chapter 5.

4.1.2 Thematic Coding and Categorization

Through the process of interpretive phenomenological analysis, four central themes emerged from the collected data. As noted in Section 3.7, I utilized an iterative process that provided a methodical, systematic approach to the establishment of a coding system driven by the data. The iterative process detailed in the previous chapter included the application of content-driven codes through the initial data review and, subsequently, applied a more refined coding system driven by the data to the transcribed participant interviews. The results from this multi-phased data review process resulted in the emergence of four central themes that will be detailed in the following sections of this chapter.

During this initial phase of data anaylsis, I applied content-driven codes to the transcribed participant interviews to provide an initial lens for analysis. As the literature notes, content-driven codes are derived from the literature, previous research, topics from the interview guide, and even hunches experienced by the researcher (Gibbs, 2007). As detailed in section 3.7.1.1, I established a set of preliminary codes that were informed by the literature reviewed and related to the theoretical frameworks applied to this study as well as Bauer's (2007) model of organizational socialization highlighted in Chapter 2. Through this initial content-driven data review, patterns emerged that resulted in a data-driven refinement of the coding system utilized for this analysis of the transcribed participant interviews.

Through intensive reading (Charmaz, 2006; Gibbs, 2007) of the transcribed participant interviews, I developed a more intimate understanding of how the implementation of the IBPYP affected the lived experiences (Alase, 2017, 16) of mid-career teachers in the study. This resulted in the emergence of a data-driven coding system that

resulted in the categorization and thematic emergence detailed in this chapter. As noted in sub-section 3.7.1.2, data-driven coding allows for the emergence of common concepts, ideas and themes to emerge directly from the collected data (Gibbs, 2007). Detailed in section 3.7.1.2, the process of data-driven coding, presented by Alase (2017), is a three step process that ultimately results in the researcher's synthesis of responses into narrow categories that represent the 'core essence' of the 'lived experiences' of study participants.

As Alase (2017) has identified, the first stage is characterized by the coding of larger segments of participant responses into more meaningful statements or sentences. This helps the researcher begin organizing the data into a format that becomes more manageable. The second stage of coding described by Alase further condenses the initial statements into fewer words to "move closer to the 'core essence' of the central meaning of the… participants' lived experience" (2017, 16). The third, and final stage, of coding for a phenomenological researcher as characterized by Alase (2017) is referred to as the "category phase" (16) and is characterized by the researcher synthesizing the participants' responses into "extremely few words… to encapsulate… the 'core essence' of the central meaning of the… participants' lived experiences in one or two words" (Alase, 2017, 16).

As previously noted, the findings articulated in this chapter are the result of a multi-stage analysis beginning with content-driven coding followed by a coding system that was driven by the data for final analysis. The process of data analysis was detailed in section 3.7.2 of the previous chapter illustrated by the example characterized in section 3.7.3. The following sub-section, 4.1.2, provides an outline of Chapter 4 and introduces the four central themes and related sub-themes that emerged from this process of data-analysis.

4.2 The decisions made by and expertise of school leadership is a factor impacting mid-career teacher resocialization

Throughout each of the 12 interviews conducted during this investigation, evidence emerged that illustrated the impact of school leadership, including the principal and the IBPYP coordinator, on the adaptation process experienced by participant teachers. While the reported impact had some variability, likely due to expertise, implementation decisions, and leadership style of the individuals at each school, participants at each location included in this study correlated many of their experiences and ability to adapt to the IBPYP directly to the decisions and expertise of their leadership, including:

- How the IBPYP was introduced to staff and adopted by the school impacted staff perceptions of the IBPYP.
- Expertise, or lack-there-of, of school leadership played a role in the adaptation process of mid-career teachers.

The following sub-sections will provide details to support these findings with evidence provided from participants in this study.

4.2.1 How the International Baccalaureate Primary Years Programme was introduced to staff and adopted by the school impacted staff perceptions

This study included three schools from distinctly different geographical areas across the country. Each school was well-established and previously implemented traditional practices aligned with local, state, and federal curriculum delivered through traditional methodology. Each school made the choice to adopt the IBPYP as a school reform model. In each case, however, the schools introduced the program to its staff in contrasting ways. The three methods used to introduce the program to staff were:

- Bellhaven: Principal provided extensive pre-education, including formal professional development, informal professional learning, staff dialogue, site visits to authorized IBPYP schools, and a question and answer session with an expert IBPYP educator.
- Durango: As an IBPYP expert, the principal provided informal exposure to the principles and practices of the IBPYP. Durango leadership also provided the staff an opportunity to vote on the potential adoption of the IBPYP as a reform model for implementation.
- Winterhaven: School and District leadership informed the staff, at an end of the year staff meeting, that they would be adopting and transitioning to the IBPYP without pre-education or input.

The varied methods of introduction to the program had an equally varied impact on the visceral response of the staff to the change and the initial acceptance of the impending change. This section will detail each school's method of introduction and will detail the impact that the method of introduction had on the mid-career teacher participants.

School leadership from Bellhaven Elementary School provided staff with a comprehensive program of pre-education to ensure staff understood the nature of the IBPYP prior to formal adoption. Mid-career teacher participants in this study reported that this process of pre-education provided them with ample understanding of the program and resulted in a universal acceptance of the IBPYP as a reform model for their school.

Participants reported that there was "*100% buy-in"* from the outset. Kristine (Bellhaven) shared her perspective of the efforts to provide pre-education as follows:

> *"[Our principal] did a great job preparing us for the transition to the PYP. He ensured we understood what we were getting into. He wanted us to know how it would impact our teaching and our professional experience. He made clear that it wasn't going to be easy, but he was going to be there to make sure we were successful. The support the staff showed for this decision was significant. There was 100% buy-in with the majority of staff being genuinely enthusiastic to move forward."*

As a result, Bellhaven teachers entered the process of reform with optimism and a willingness to tackle the challenges that were presented to them through their resocialization.

While school leadership at Bellhaven took a purposeful approach to pre-education of their staff, Durango Elementary School was less formal with their introduction of the IBPYP at their school. In the years prior to implementation, Durango staff was informed of the IBPYP and its benefits by their principal who, as a former IBPYP principal and IB Authorization Visit Team member, was an expert in the program. Over time, the principal shared components and principles of the program with a target of building support for a potential transition. Susanne (Durango) shared her reflection on the efforts to introduce the program to the staff:

> *"At first when the principal brought it to our attention, she had been mentioning it for a while…. It wasn't completely brand new to us. We had heard and talked about it before. We had talked about what it would look like. We had talked about the benefits of becoming an IB school."*

While there was no formal pre-education of the staff, participants in the study reported that they were familiar with the program. This foundational understanding, combined with the school's inclusive approach to approval of the program - staff were provided an opportunity to vote to approve the IBPYP as a reform model - led to a general acceptance among staff. Staff reported, however, that there were significant challenges through the first year an attributed these challenges to a lack of true understanding of the program and the demands associated with it.

While school leaders at Bellhaven and Durango took steps to prepare the staff for a potential transition to the IBPYP through pre-education and informal consultation, the administration at Winterhaven Elementary School simply informed the staff that the school would be adopting the IBPYP during a staff meeting at the conclusion of the school year.

Participants reported that they had little to no knowledge of the program and that the announcement came as a complete surprise that led to a significant visceral response from the staff. This response was described by Paul (Winterhaven):

> *"The visceral response was very negative. There were a lot of people who were asking questions like 'what does this mean,' 'what does this entail.' We really didn't know anything about the PYP. Things [in our school] have changed constantly. I have yet to teach the same math program 2 times in 7 years. It was close to the end of the year and at first it was one of those things where it was like, wait a minute, what is this. It was just kind of thrown at us. When that happened most of the responses are going to be more negative than positive. And I honestly want to say that was what it was initially."*

While participants from Bellhaven and Durango conveyed a relative comfort with the IBPYP as a reform model in their school, participants at Winterhaven expressed concern and confusion. Their lack of understanding of the program and its impact on them resulted in their initial resistance to the program, thus making the first year of implementation significantly challenging.

Each participant school in this study approached the introduction of the IBPYP in starkly different ways, each providing the participants and their colleagues with a continuum of understanding of the program prior to and during the initial phase of implementation. As reported by the participants from each school, the amount of preparation and pre-education provided had a meaningful impact on the participants' initial transition from a traditional elementary school teacher to a teacher in an IBPYP school.

4.2.2 School leadership's level of programmatic understanding played a role in the adaptation process of mid-career teachers

CSR and, specifically, the implementation of the IBPYP requires significant shifts in structure, expectations, and practices across the school and within each classroom. Participants in this study reported that the availability of expertise within their school, particularly that of the principal and the IBPYP coordinator was an important factor in their transition to the IBPYP. In addition, it was reported that a lack of expertise from school leadership, particularly the IBPYP coordinator, played a negative role in their adaptation to the IBPYP and, in some cases, resulted in delays in skills acquisition and program roll-out. This subsection highlights the findings related to the expertise provided by leadership across the three locations and among the 12 participants in this study.

Access to expertise and the availability of leadership plays a key role in a mid-career teacher's ability to adapt to comprehensive reforms within their school. Participants across each participant setting reported that the IBPYP Coordinator and Principal both played essential roles in their adaptation through the first years of IBPYP implementation. While availability of leadership was an important factor in participants' ability to adapt, the expertise of leadership was the key factor reported by all participants involved. Tracy (Winterhaven), articulated the importance of an effective leadership team. She said:

> *"Transitioning to something as difficult as IB, you need to have strong leadership and a good PYP coordinator. If you don't have that, you will drown during that first year."*

In an IBPYP school, the IBPYP Coordinator is the primary administrator responsible for support and implementation of the program. While the principal is the leader of the school and provides the strategic vision for the organization, his/her responsibilities are wide and time-consuming, often preventing him/her from playing an engaged and active role in program implementation. The International Baccalaureate Organization requires the establishment of the IBPYP Coordinator position to ensure teachers are provided the guidance, support, and training required to execute the responsibilities within the program.

4.2.2.1 Absence of expertise negatively impacts teacher adaptation to Comprehensive School Reform

Participants at Bellhaven and Winterhaven experienced significant struggles through the initial implementation of the IBPYP at their schools. In each school, participants reported that their IBPYP Coordinator through the first year lacked the experience and knowledge necessary to support its implementation. Shelby (Bellhaven) characterized her experience working with the IBPYP Coordinator during that first year, including:

> *"Our first coordinator had great intentions and put her all into the position. Her delivery was a bit challenging because I feel like she was learning with us, which is really hard to do."*

While Tracy (Winterhaven) shared a more explicit description of their first IBPYP Coordinator:

> *"The first PYP coordinator really struggled to support us in learning the different aspects of the program and how to implement it. She seemed to have some knowledge but couldn't convey the knowledge effectively. This*

really had us feeling lost and not knowing what to do next. Our heads were really spinning."

The absence of expert leadership at Bellhaven and Winterhaven during its first year resulted in mid-career teacher struggles, frustration, and delays in successful implementation.

4.2.2.2 Availability of expert leadership is beneficial to mid-career teachers during the adaptation to the International Baccalaureate Primary Years Programme

Illustrating the importance of strong and informed leadership, both Bellhaven and Winterhaven hired a new IBPYP Coordinator for year two. Participants from these locations reported that the new coordinator brought a deeper understanding of the program and greater ability to engage and support them, resulting in greater comfort and success through for the participant teachers through the following years of implementation. Kristine (Bellhaven) shared her reflections on the second IBPYP Coordinator at Bellhaven:

"Our second coordinator had a lot of experience with different schools. She was incredible. I don't think we would have gotten there without her. She got us into high gear and got us where we needed to go faster."

Tracy (Winterhaven) echoed Kristine's sentiments in her description of the impact a IBPYP Coordinator change had on the staff at Winterhaven:

"[The new coordinator] actually understood what the units were, what they meant. The first one didn't know what things meant. The new one... could explain that to us. With our curriculum, when we were dissecting the curriculum, she could help guide us to fit curriculum into the different themes. When we had questions, she could answer them with specific guidance. She'd help us with the way we worded things, to make it more PYP. That would help us with our language a bit better. She's facilitated some faculty meetings for us to help build capacity. We walked away and said that made sense. Then, we had one day when we were planning with her this year. She helped us clean up our units and reflect on our units. She really helped answer our questions."

The divergent experience of participants at Bellhaven and Winterhaven illustrates the importance of providing staff with expert leadership through the implementation of CSR

and the IBPYP. The contrasting experience of these participants makes for an ideal comparative analysis as it relates to the role of expert leadership in CSR.

4.2.2.3 An expert principal can have a positive impact on the mid-career teacher's adaptation to Comprehensive School Reform

Recognizing the importance of the IBPYP Coordinator in the effective implementation of the IBPYP, Durango participants highlighted the expertise of their principal as a key factor in their successful implementation. Their principal had been an IBPYP Principal in the past and is a member of the IBPYP Authorization Team. These roles provided her with the knowledge and expertise to facilitate the initial implementation of the program. Durango participants had a common perspective on the importance of their principal and her expertise. Gene (Durango) presented a clear synopsis of the common perspective:

> *"Our principal at the time that introduced the IB had been at an IB school. She is also an authorization team member. When she provided us with all of the details that needed to be in place because of her expertise. That helped us. If she hadn't been the leader, I don't know that the program would be in the position that it is in now. We are authorized and are an official IB school. But there's a lot that goes into it. You have to have experienced leadership."*

The expertise provided by the principal at Durango Elementary School provided participant teachers with the knowledge necessary to tackle the challenges associated with the implementation of the IBPYP in their school. Participants from all three locations included in this study highlighted the importance of experienced leadership with the expertise necessary to support the implementation of the program. It was emphasized in each interview that the absence of expert leadership would result in an impediment to implementation.

4.3 Implementation of the International Baccalaureate Primary Years Programme results in a shift in the role-as-teacher for mid-career teachers due to the complexity of the program and the new knowledge and skills required to deliver the program

As detailed in the literature review, the IBPYP is a complex instructional framework that requires schools and teachers to adopt new language, structures, learning expectations, and instructional designs both across the school and within each classroom. Participants reported that the comprehensive nature of the IBPYP required significant learning, fundamental changes to the methods of teaching and learning within the classroom, and

structural shifts across the school. Mid-career participants in this study reported that the adaptation process takes significant time and that they encounter challenges along the way. The following sections will share participants' experience transitioning to the IBPYP both in the first year and over the three years leading up to this investigation. It will then articulate the specific ways that these transitional experiences and the implementation of reforms result in a shift to the role-as-teacher for mid-career teachers in this study.

4.3.1 First year adaptation is challenging due to the learning curve, lack of program knowledge, and, in some cases, a lack of in-house expertise

The IBPYP is a complex program that requires significant professional learning to successfully implement, especially when transitioning from a more traditional public school structure. While each participant entered the transition to the IBPYP with unique backgrounds and experiences, each participant in this study reported that their transition to the IBPYP has been challenging. Common challenges among participants included:

- Learning and using the language associated with the framework
- Developing an understanding of the framework and its components
- A shift in planning and instructional delivery

Participants across the three settings reported challenges from the outset of implementation that resulted from a fundamental lack of knowledge required to successfully implement the IBPYP. While initial lack of knowledge is understandable, participants reported that the complexity of the program resulted in a steep learning curve that continues three years into implementation. Participants were candid when discussing their initial understandings of the program. Barbara (Winterhaven), shared a perspective that encapsulates the general experience of all participants in the study. Barbara (Winterhaven) stated:

> *"That first year was a huge struggle. I left completely the many times that we met and discussing, my head was spinning. I had no idea what was going on. And, it was difficult, that first year was really, really difficult."*

Paul (Winterhaven) described how staff there felt during the first year of implementation. He stated that it was:

> *"A yearlong process of understanding what it was what were the differences, how it's going to affect the students, what are we going to have to do differently in the classrooms, just 100s of questions …."*

The sentiments shared by Barbara (Winterhaven) and Paul (Winterhaven) provide an overall sense of the experience of participants in this study from a macro-perspective. When looking more closely at the challenges faced during the first year of implementation, participants reported that the language required by the IBPYP was particularly difficult. While 9 participants reported this challenge, Jennifer (Durango), shared a perspective that represents this challenge well. She said:

> *"There was so much to learn, the vocabulary and language alone were daunting. It's taken me a few years to make the language my own, to be able to integrate it throughout the day naturally. We are a few years into our implementation now and I'm just starting to feel comfortable with the majority of the program."*

Sheila (Winterhaven) provided more detail with regard to the integration of the IBPYP language when she stated:

> *"The daily language, getting the students used to it, using the verbiage. That was more difficult than writing curriculum. The learner profiles, attributes, and all this other stuff. We were looking at each other asking how we were going to get through this."*

The vocabulary and language that help embed the principles of the IBPYP across the school and within the classroom requires focused learning. In many ways, it is like learning a new vernacular… a new language. Data collected in this investigation suggests that the adaptation to the use of the language and vocabulary associated with the IBPYP is a significant challenge for mid-career teachers as they resocialize to the new expectations associated with the reform implementation.

While the use of language presented an initial challenge for participants in the study, participant teachers shared challenges associated with unit and lesson design as well as instructional expectations associated with the IBPYP. They reported that their lack of programmatic knowledge and language resulted in challenges using the IBPYP Unit Planners that are required by the program. While the lack of programmatic knowledge and language is more of an administrative task, participants reported frustrations associated with the planners. A more significant initial challenge for participants was the demands of facilitating an inquiry-based instructional model in the classroom where the students were responsible for their learning. This shift to an inquiry-based model of instruction represents a significant role shift for the teachers and, thus, requires a different skill-set previously implemented in a more traditional instructional setting. Meredith (Durango) articulated this challenge effectively:

"We were trying to get the students to take the initiative. I struggled finding provocations for the students… ways to get them engaged in their inquiry. I felt like I didn't have the skills I needed to help the students explore their learning effectively. The kids, too, didn't have the skills they needed. They were used to the teacher telling them what to do. I think we really should have taken the time to teach the students how to inquire. I think we just assumed they would be able to do it. It was really tough. I went home on many days feeling like I hadn't done a very good job."

The initial challenges faced by the participant mid-career teachers resulted primarily from a knowledge and skill deficit required to successfully implement the Primary Years Program in their classroom. The challenges during their first year of implementation continued through the following years. The next sub-section shares the experiences of participants at the time of this inquiry, three years into their transition to the IBPYP.

4.3.1.1 Third Year Adaptation to Reform

This study takes place three years after initial implementation of the IBPYP as a CSR model in the three sites included in this study. While participants reported common challenges through the first year of programmatic implementation, their characterization shows more variation after three years of implementation. This variation closely aligns with the initial efforts of pre-education/understanding (or lack thereof) provided at each of the sites. Bellhaven participants report progress toward full implementation. Shelby (Bellhaven) noted:

"For three years now, we've been evolving our practice and improving our ability to engage our students and drive student agency while being more global in our thinking. I'd say we are still learning, but it did take a couple of years to really get comfortable in what we are trying to do."

Her reports of increased comfort with the program was echoed by the other participants from Bellhaven.

While Bellhaven participants reported progress, with the acknowledgement that there is still more to learn, participants from Durango characterized a slightly more deliberate process of resocialization to the reforms. Susanne (Durango) characterized her progress as:

"It's such a gradual shift. For me, it really takes a long time. I'm probably under 50% of where I need to be as a PYP teacher and we're 3 years into this. Each year, I shift a little bit more. Make a bit more progress."

While her 50% progress made is very specific, it is in line with the general perspective of other participants from Durango. They each feel as though they've made progress and acknowledge that there continues to be opportunities for further growth.

Winterhaven participants, however, continue to express frustrations with the program that were evident through the introduction and first year of implementation. Barbara's (Winterhaven) characterization of her status after three years exemplifies that of her colleagues at Winterhaven. She says:

"Everyone is still struggling to implement aspects of the program. I'm constantly struggling to find specific lessons to get the students to engage the way I'd like them to. As I grow into a PYP teacher, I'm going to need to develop new skills to engage students more effectively. It just feels like, a lot of the time, our instruction just doesn't make any sense. It doesn't really align with the standards."

Noting that there are many common elements to the implementation process, including common expectations of targeted professional learning and collaborative planning practices, the divergence in pre-education and preparation prior to the implementation seems to have a significant impact on the resocialization process of mid-career teachers not only through initial implementation of reforms but also across the first three years of reform implementation.

4.3.2 The role of the teacher shifts as a result of the implementation of the International Baccalaureate Primary Years Programme

CSR has a wide-ranging influence on many components of a school organization. When experiencing CSR, classroom teachers will often experience changes within the school organization that have a direct impact on their role-as-teacher. The IBPYP, as a reform model, requires a significant shift in the way a teacher conducts their work, resulting in a shift in their role.

Traditional classroom teaching in an American public school is guided by clearly defined curriculum supported by district defined resources used for instructional delivery.

Instruction is, most frequently, teacher led with clearly articulated learning goals for the day. Instructional planning is defined by the programmatic materials provided to the teacher by the school and district and the teacher's role is to implement those programs. Decisions related to collaborative planning, professional development, and organizational planning are guided by the instructional expectations defined by the local governing administration.

Participants from each school in this study reported that their school represented a traditional school structure detailed above prior to the implementation of the IBPYP. While many components of the role-as-teacher remained consistent upon implementation of the IBPYP as a reform model, including logistical management of the students, family engagement responsibilities, and managing student safety and discipline, participant teachers in this study reported shifts to their role-as teacher that required adaptation. Components of the role-as-teacher that changed as a result of the IBPYP implementation included:

- Instructional design and planning for instruction
- Instructional role within the classroom

These two components of the teacher's role are at the core of the profession and their shifts result in a period of adaptation that was reported by teachers across all three settings included in this study.

4.3.2.1 Instructional Design and Planning for Instruction

While a traditional elementary school provides discipline-based (Math, Science, English Language Arts, Social Studies) instruction during defined periods within the day, the IBPYP requires teachers to deliver instruction through transdisciplinary units. Through transdisciplinary instruction, teachers are required to align content across disciplines in a coherent and meaningful way. Shelby (Bellhaven) characterized the shift in planning expectations as "*more cerebral."* Her implication was that planning for instruction requires deeper thought and consideration. She continued with her characterization of her experience with the following:

> *"Finding ways to connect standards from across disciplines to work together in support of the central idea requires a great deal of thought and a deeper understanding of the standards than what we had to do before."*

Shelby (Bellhaven) shared her efforts to align the curriculum within transdisciplinary themes, Meredith (Durango) shared her challenges with the shift she's had to make with regard to instructional planning and design. She says:

"There's a lot more work on my part than there used to be. Before the PYP, we would just follow the curriculum that was provided to use from the district. Now, we have to design these learning experiences, integrate the standards into them, and be ready to adapt the lessons to follow the questions that students ask. Now I have to be 2 steps ahead of them to figure out where we are going to go as a class."

Shelby's and Meredith's experiences are shared by all participants in the study. All 12 participants reported their need to adapt to the transdisciplinary approach to teaching and learning within their classrooms. While the impact of this shift varied among the individual participants, there was a clearly articulated shift in the role-as-teacher with regard to planning and instructional design experienced by all within this study.

Acknowledging that deeper thought and understanding of the standards are necessary for a IBPYP teacher to execute his/her planning responsibilities, in some instances, teachers are required to experience an even more significant shift. As students ascend to higher grades in a traditional elementary school structure, they often experience team-teaching where they have multiple teachers each day, each teaching a specific discipline. This structure was the case for Paul (Winterhaven). Prior to the implementation of the PYP, Paul taught Math and Writing, while his teammate taught Reading, Science and Social Studies. While this structure is common in a traditional elementary school, the IBPYP requires students to learn exclusively from one teacher who is responsible for all disciplines. Paul characterized his adaptation to teaching all disciplines in a transdisciplinary structure as follows:

"Before we shifted to the PYP, I primarily taught Math and writing. I didn't have to teach Science, Social Studies and Reading before. Planning for instruction was a big shift for me. Before the shift, I had a program that I would follow, making planning very straight forward. Now, I have to learn a whole new set of standards and understand them well enough to integrate them together in our units. Planning requires a lot of thought and making connections across subjects has been a hard adjustment. It's an adjustment that I'm still working on, but I feel like I'm making progress."

While many participants in this study represent teachers of younger students, those participants who are assigned to older students, including Mike (Bellhaven) and Jennifer from Durango expressed similar experiences in their adaptation to the IBPYP. Both Michael and Jennifer echoed the challenges detailed above.

Participants reported a significant shift in their methods of planning and instructional design as parts of their shift to the IBPYP. Another significant shift in their role-as-teacher that was reported by all participants in the study is their shift in the way they instruct their students. The next sub-section will characterize this shift, as reported by the participants in this study.

4.3.2.2 Shifting Instructional Role within the Classroom

A shift in instructional planning represents a significant change in the administrative tasks of a teacher. While planning for instruction is essential to effective teaching, a teacher's performance is truly characterized by the time (s)he spends in front of his/her students instructing. Participants in this study articulated that there is a significant shift in their role-as-teacher from leading a teacher-led classroom described by Susanne (Bellhaven) as a *"Sage on the Stage,"* to the role as a facilitator of student inquiry. This shift represents a significant alteration to the core practices employed by a teacher. Where the "*sage-on-the-stage"* presents information to students for their consumption, a facilitator of student inquiry provides students with authentic learning experiences that provide students with a pathway to constructing their own understanding of knowledge and concepts.

These two methods of instruction require significantly divergent skills and practices to execute effectively. This shift in the role-as-teacher presented a challenge to mid-career participants and required significant adaptation, or resocialization, to their role in order to deliver the IBPYP effectively. This shift in the role-as-teacher was characterized by Gene (from Durango), when she said:

> *"Before the PYP, my classroom was very teacher-driven. I was doing all of the work. The students were very passive. Now, I find that the students are working much more actively, but I have to make sure that they are staying focused on their learning. I have to be sure to provide them with activities that will help them figure out the big ideas that are relevant to the unit and to our learning goals. I find it very hard to let them struggle as they try to construct their own understanding. I used to be the one to give them their answers. Now I have to let them struggle. While I think it's good that the students are more active in their learning, I am always worried that the activities I've planned aren't going to bring them in the right direction. It's just a totally different way of teaching… of getting students to learn. I feel like I have a lot to learn."*

Teachers with significant experience have established the skills and strategies that they believe work for them. By implementing the IBPYP, teachers from traditional settings are asked to view instruction through a completely different lens, thus fundamentally shifting their role and requiring significant time to adapt to their new expectations.

4.4 There are specific cultural and structural changes that result from the implementation of the International Baccalaureate Primary Years Programme that impact mid-career teachers

Participants from Bellhaven, Winterhaven, and Durango all reported that prior to the implementation of the IBPYP, professional development and professional collaboration lacked focus and structure and were, more often than not, characterized by Tracy (Winterhaven) and others as a "*waste of time."* Through the implementation of the IBPYP, each school integrated formal structures for professional development and professional collaboration that are required elements for IBPYP authorization. The following sub-sections characterize these shifts that were common to all schools and participants included in this study.

4.4.1 International Baccalaureate Primary Years Programme Schools Implement Targeted Professional Development to Support the Implementation of the Program.

Participants in this study reported commonalities in the nature of professional development activities in their schools prior to the implementation of the IBPYP. Their reports demonstrated that the professional development provided was overly general, lacked focus, and failed to provide ongoing support to effectively apply any new learning to the classroom. Further, it was reported that the professional development provided typically focused on district initiatives and priorities and failed to address specific concerns and needs of the staff. Tracy (Winterhaven), best characterized the lack of targeted professional development when she said:

> "*The training we received before the PYP didn't make any sense to us. It always focused on some new initiative that the district wanted to pursue… but it rarely extended beyond an initial introductory session. We never received ongoing training to help us execute what they wanted from us. Most of us found the training provided by the district to be a waste of our time."*

A similar sentiment shared by the majority of participants in this study. While professional development prior to the implementation of the IBPYP lacked efficacy, the

implementation of the program resulted in a shift to the structures and expectations related to professional development within the schools included in this study.

To implement the IBPYP, a school must commit to training of its staff in the principles, practices and expectations of the program (International Baccalaureate Organization, 2016). Formal and informal targeted professional development are embedded into the authorization criteria provided to schools from the International Baccalaureate Organization. As a result, each school in this study implemented a common set of structures and opportunities for targeted professional development for all staff, including participants in this study. Figure 4.3.1 provides a common set of targeted professional learning opportunities experienced by participants in this study:

Table 4.1 Targeted Professional Development Strategies
Table includes: Professional development strategies provided at all participating schools; the provider of each professional development strategy; the structure used for implementation of the strategy; and the purpose of the strategy.

Professional Development Strategy	Provider	Structure	Purpose
IBO - Making the PYP Happen Workshop	International Baccalaureate Organization	• 20 hour workshop • Facilitated by IBO Trained Educator • Formal Curriculum Designed by the IBO	Provide staff with an in-depth understanding of the philosophy, structure, components, language, and expectations of the International Baccalaureate Primary Years Program.
In-house Professional Development	School Principal and PYP Coordinator	• Staff Meetings • Early Release Time • Designed by PYP Coordinator • Targeted based on individual and school needs	Provide staff with professional development to support the ongoing implementation of the PYP
Collaborative Planning Sessions	PYP Coordinator	• Facilitated • Targeted to Individual Team Needs • Incorporates Unit Planning, Instructional Planning, and Professional Development	Provide staff with ongoing professional support through each phase of PYP implementation, planning and instruction.
Embedded Coaching	PYP Coordinator	• Teacher initiated • During preparation time • Dependent upon availability of the PYP Coordinator	Provide individual staff members with support, guidance, and targeted professional development to improve the implementation of the program.

These targeted professional learning opportunities provided participants with a continuum of learning within the context of the IBPYP. Initial professional development focused on foundational skills and understandings of the program. Once foundational skills and understandings were established, more advanced components of the program, including inquiry-based instructional practices, fostering student agency, and transdisciplinary unit

planning became a focus. All participants in this study attributed their growth in understanding and capacity to deliver the IBPYP to the targeted professional development provided by their schools and the IBO.

4.4.2 Shift to formal and focused collaborative practices

Similar to the integration of targeted professional development, the IBO requires that schools implement formal collaborative planning for teachers as a component of an IBPYP school. As a result, each participant from each school in this study reported a significant shift in their collaborative practices due to the implementation of the IBPYP in their school. At each school in this study, participants reported that there were opportunities for professional collaboration prior to the implementation of the IBPYP in their school but acknowledged that these collaborative opportunities were consistently unfocused and provided little value to their execution of their role-as-teacher. Through the implementation of the program, all 12 participants reported that collaborative planning in the IBPYP setting included:

- Facilitation by the PYP Coordinator
- Focus on Unit and Lesson Development
- Incorporated embedded and ongoing professional learning opportunities
- An opportunity to work together to troubleshoot challenges faced through the first years of program implementation.

Structures for collaboration were common among each school and included:

- Weekly collaborative planning sessions with grade-level colleagues
- Monthly collaborative planning as a full staff during faculty meetings
- Periodic collaborative planning during early release and/or contractually provided release time.

In addition, two of the locations - Bellhaven and Winterhaven - provided staff with substitute coverage to provide extended collaborative time that focused on initial unit development.

Recognizing that the IBPYP is a complex and comprehensive framework for school reform, participants acknowledged that the opportunity to formally collaborate and have regular access to the implementation coordinator was a significant benefit throughout the implementation of the program and proved to be an invaluable resource to them as they struggled through the resocialization process.

4.5 Adaptation to components of the International Baccalaureate Primary Years Program has a negative impact on mid-career teachers' sense of self-efficacy

As changes associated with CSR are implemented, mid-career teachers must resocialize to new expectations within the classroom. Where they previously had built knowledge and skill that led to a strong sense of self-efficacy, reforms put them in a position where they have less understanding and confidence due to their lack of applicable skills. Teachers at the three participant schools expressed variable impact on their sense of self-efficacy. This section presents the impact of CSR on participants' sense of self-efficacy both through the first year of implementation and after three years.

4.5.1 Self-Efficacy - After Year One

Prior to the implementation of the IBPYP, participants in this study reported high levels of self-efficacy. Each participant was well-established in their career and had developed the skills they felt were necessary to meet the achieve the expectations of their role and the needs of their students. During the first year of IBPYP implementation participants in this study were challenged with a complex, comprehensive program of which they had a limited understanding. Participants characterized the transition as "*frustrating," "tough,"* and a *"struggle"* that led to some feeling like a "*failure"* in their classrooms. Areas of implementation that caused these feelings included:

- The shift to transdisciplinary instruction
- Learning and integrating the language of the program into their practice
- Shifting to an inquiry-based approach to teaching and learning.

While each participant expressed their challenges during that first year, Meredith's (Durango) reflection embodies the feelings shared by participants from each school when she said:

> *"At the beginning I thought it was frustrating because there was so much to remember. I couldn't remember what they were, where they fit. It just seemed like there was so much all at once. But it was a completely different way of teaching."*

While Meredith shared a general sense, Sheila (Winterhaven), shared a more extreme sense of decreased self-efficacy when she said:

> *"I had a very difficult time understanding the logic. Really, that first year was a huge struggle. I left completely the many times that we met*

and discussing, my head was spinning. I had no idea what was going on."

Through this inquiry, a clear theme among all three locations and all 12 participants was that during the first year of implementation, there were significant challenges due to the demands associated with implementation of the IBPYP. These demands, combined with a yet to develop skill-set to deliver instruction as demanded by the program framework resulted in a significantly depressed sense of self-efficacy for mid-career teachers.

After the first year of implementation of the IBPYP was completed, participants at two of the three participant schools reported improvements in their self-efficacy, though not to the levels experienced prior to the implementation while participants at Winterhaven expressed continued struggles with their sense of self-efficacy. The next sub-section characterizes participants' sense of self-efficacy after the third year of implementation.

4.5.2 Self-Efficacy - After Year Three

Data collection for this study took place near the completion of the third year of implementation at each school. While participants reported that their sense of self-efficacy had been negatively impacted through the first year to the point that they felt like a *"failure,"* there were reported improvements by the end of their third year of implementation. Sally (Bellhaven) reported that:

"I'm starting to grow more confident. I know I don't have all of the answers and I'm starting to do a better job guiding the students to their own conclusions. Today, I feel good about my teaching. The first couple of years were tough - I didn't always feel the way I do today."

While Susanne (Durango) reported that increased use of the vocabulary has resulted in greater comfort when she said:

"Now that I've done this a few years in a row and once you make it a point to use that vocabulary and structure your teaching that way. If you do it enough it becomes the way you've taught forever."

While Tracy (Winterhaven) reports that the IBPYP has allowed her to explore teaching and learning without fear of administrative oversight when she said:

"*I've always been a teacher who looked for other ideas and other ways of doing things. Before, I had to hide it from administration. With the PYP, I don't have to be as much of a rebel as I had to be before. I don't feel like I'm looking over my shoulder as much questioning my work and*

> *suggesting that I'm doing something wrong. With the PYP, I'm just doing something different, and that makes me feel good about my teaching.*

The thoughts shared by Sally (Bellhaven), Susanne (Durango), and Tracy (Winterhaven) represent the sentiments shared by the majority of participants in this study. They represent in improvement in mid-career teachers' sense of self-efficacy once they had more time to adapt to the structures, language, and instructional methods required by the program. Evidence was collected, however, to suggest that the participants had not yet returned to the level of confidence, or sense of self-efficacy, that they had experienced prior to the implementation of the IBPYP. Kristine (Bellhaven) shared her current frustrations when she said:

> *"I'm still struggling with the transdisciplinary approach to teaching and fostering an environment that is truly inquiry-based. I know I'm not doing it right and I've been crying out for resources to help me get there. I also feel that there's never enough time. Enough time to plan. Enough time to teach everything that we need to teach. Enough time to learn. There's just not enough time."*

Jennifer (Durango) reported that she is still insecure with her role in the classroom when she shared:

> *"I'm always second guessing myself. There're a lot of variables that cause me to think, shift and change. There hasn't been a time that you go home and feel like it went just right. There's always something that could be changed and improved. It's really exhausting."*

These perspectives were common among participants from Bellhaven and Durango and the perspectives of those referenced above effectively represent the general sense among mid-career teachers at those schools. Their language and tone suggest that there is still progress to be made in the implementation of the IBPYP that could positively impact teachers sense of self-efficacy. At Winterhaven, however, three participants have not demonstrated the progress made by their colleague, Tracy, or those participants from Bellhaven and Durango. Paul (Winterhaven), Sheila (Winterhaven), and Barbara (Winterhaven) shared the following when representing their current sense of self-efficacy:

> *"There's always something that we're not going to get. I'm still struggling with the units and integrating the subjects in a transdisciplinary way. I just can't figure out how to fit the different*

subjects together in a meaningful way for the kids." – Paul (Winterhaven)

"It's still a bit awkward. I'm still pretty unsure about it." Sheila (Winterhaven)

"There are times where I still doubt myself." Barbara (Winterhaven)

The contrasting perspectives shared by Paul (Winterhaven), Sheila (Winterhaven), and Barbara (Winterhaven) suggest that the development of self-efficacy during CSR is not a linear or consistent process experienced by all mid-career teachers. Factors that may contribute to this inconsistent development will be explored in the discussion section to follow.

4.6 Concluding Comments

Through an interpretive phenomenological analysis of the data collected in this study from 12 mid-career teachers from three schools in geographically diverse regions of the United States produced four primary themes that help describe the experience of these participants through the implementation of the IBPYP as a CSR model. The data suggests that the structures, expectations, and instructional ideology of the IBPYP presents challenges for mid-career teachers that results in a shifting role-boundary, altered cultural dynamics within the school, and has a negative impact on the mid-career teachers' sense of self-efficacy. Chapter 5 - Discussion will provide a detailed review of these findings rooted in the literature previously reviewed in Chapter 2.

CHAPTER 5 – DISCUSSION

5.1 Introduction

The aim of this thesis is to analyze the process of mid-career teacher resocialization in response to CSR. Recognizing that mid-career teachers were previously socialized into their role, CSR represents a fundamental shift of the role-as-teacher, thus requiring the mid-career teacher to adapt to the new knowledge, skills, and expectations of the reformed organization. Noting that this is a new concept to the field, this discussion will endeavor to create parallels of the resocialization experience with the pre-service and beginning teacher socialization process that teachers experienced at the outset of their careers. In addition, this chapter will explore the conditions within the participant schools that influenced and contributed to the resocialization experience of participant teachers.

The purpose of the following chapter is to analyze and discuss the main findings identified in Chapter 4 that characterize the process of mid-career teacher resocialization experienced by participants in this study. The chapter consists of five sections. Sections 5.2 - 5.4 will address each of the first three research questions that guided this study. Integrated into these sections will include discussion of the challenges and opportunities presented to mid-career teachers that represent the findings from the fourth research question. These research questions are:

1. What are the lived experiences of mid-career teachers in the context of CSR?
2. What are the cultural and structural impacts of CSR as described by mid-career teachers?
3. How do mid-career teachers characterize their adaptation to the cultural and structural shifts that result from CSRs in their school?
4. What are the challenges and opportunities that mid-career teachers perceive during CSR measures?

This structure allows for alignment of the perceived challenges and opportunities that mid-career teachers experienced within the context of the first three research questions.

Section 5.5 will address the fifth research question and will provide a synthesis of the findings from this inquiry that includes new understandings that emerge from the study as well as the conditions in participating schools that support the facilitation of mid-career teacher resocialization for participating teacher. The fifth research question is:

5. What new understanding of mid-career teacher resocialization emerge from the application of a joint role boundary and cultural perspective?

Section 5.5 will culminate in a proposed model that represents the process of mid-career teacher resocialization and includes the conditions found within this study that support the facilitation of the resocialization process.

Throughout this chapter, I will consistently relate the findings back to those covered in Chapter 2 of this thesis. Specifically, I will relate the experiences of participants to those experienced by pre-service and beginning service teachers. This chapter will, also, identify the specific strategies implemented at the participating schools that supported the facilitation of mid-career teacher resocialization for participants in this study.

5.2 What are the lived experiences of mid-career teachers in the context of comprehensive school reform?

CSR is characterized as the complete redesign of a school with the intent to reorganize and revitalize the organization with a focus on improving outcomes as measured by student performance (Borman et. al., 2002; Slavin, 2007). As the school experiences the redesign, teachers are asked to change, adapt, and adjust to the new parameters established by the selected CSR model. As suggested throughout this literature review, significant change in a school organization can lead to significant change for the mid-career teacher leading to a shifting role boundary.

This section will provide an analysis of the themes associated with the lived experiences of mid-career teachers through the CSR process within their school. In Chapter 4, two primary themes emerged in relation to the lived experiences of the participant teachers. Those themes were:

- The initial response of mid-career teachers to the implementation of the Primary Years Program varied due to the methods of introduction used to inform them of the pending change.

- Successful implementation of the CSR takes multiple years for mid-career teachers to successfully adapt to the CSR framework.

As the process of mid-career teacher resocialization has not been previously described, this analysis will make parallels between the resocialization process experienced by mid-career teachers in this study with the process all teachers experience during the pre-service and beginning teacher socialization process.

5.2.1 The initial response of mid-career teachers to the implementation of the Primary Years Program varied due to the methods of introduction used to inform them of the pending change.

5.2.1.1 Summary of the findings

The conditions that lead to the implementation of CSR are rooted in the desire to revitalize the organization with a focus on improving outcomes as measured by student's performance (Borman et. al., 2002; Slavin, 2007). While the schools included in this sample shared this desire, their location, demographics, and leadership ideology varied significantly. While it is true that each school determined that the implementation of the IBPYP was the best pathway to reorganize and drive student outcomes, the decisions leaders made in the pre-reform period regarding the introduction of the program impacted participants to make sense of the changes and adapt to them once implementation began. This study included three schools in the sample. Each school took a different approach to pre-reform preparation and the different approaches had a significant impact on the participants in this study.

Leadership at Bellhaven Elementary School provided a comprehensive pre-reform education experience that provided staff with a strong understanding of the program, the demands that they would encounter and how it would impact their role within the organization. This approach resulted in complete support from the staff at Bellhaven.

While Bellhaven provided a comprehensive pre-reform education model, participants at Durango Elementary School were provided informal exposure to the program, its philosophical approach and a general understanding of what it would look like within their school. Initial exposure resulted in a general acceptance of the program with some concern due to the lack of a true understanding of the program. Participants from Durango reported significant challenges through the first year of implementation and attributed those challenges to their lack of in-depth understanding of the program and its expectations.

Finally, the staff at Winterhaven Elementary School were provided no advanced introduction (formal or informal) to the program. Participants reported that when they were informed that the school would be adopting the IBPYP, there was confusion, concern, and general opposition. In some instances, the opposition was strong. Participants reported that the negative response from the outset of implementation of the IBPYP was predominantly due to the fundamental lack of knowledge or understanding of what was to come

The following sub-section will provide an analysis of these findings through lens of pre-service teacher socialization and I will characterize the process experienced by mid-career teachers in this study as pre-reform mid-career teacher resocialization.

5.2.1.2 Discussion

Pre-service teacher socialization is the process by which individuals are introduced to the concepts, knowledge and practices that will be essential to their success in the classroom. This process is characterized by a period of formal learning that, typically, takes place in a university classroom and culminates in practical experience where prospective teachers work collaboratively with an experienced teacher to refine their classroom learning into practical skills (Brouwer & Korthagen, 2005). It is through pre-service teacher socialization that prospective teachers develop the foundational understandings of the tasks associated with being a teacher, the time allocation of teaching effectively in the classroom, and how to effectively prioritize that provide individuals with the role clarity (Bauer et. al., 2007) required to make sense of the role-as-teacher (Cottrell and James, 2016).

As prospective teachers develop clarity associated with the expectations of the role-as-teacher, they begin establishing their conception of the 'role boundary' (Cottrell and James, 2016) that will define their work. Cottrell and James (2016) characterize the role boundary as "boundary between legitimate and illegitimate practices" (9) as they relate to the role within the organization. While the foundational parameters of the role boundary are established during the pre-service teacher socialization phase, they are further developed during the beginning teacher phase and through the years of experience that teachers experience in the classroom. As teachers progress and enter the mid-career phase of their experience, they, typically, have a well-established concept of their role boundary and experience a phase of their career that, as noted in the literature review, is characterized by stability with an absence of substantial change (Evans, 1989; Weimar, 2010).

The implementation of CSR and, specifically, the IBPYP represents a fundamental redesign of the school organization (Borman et. al., 2002; Slavin, 2007) that requires mid-career teachers to adapt to new principles and practices that align with the reform model. As mid-career teachers have a well-established conception of their role boundary developed through the pre-service and beginning teacher socialization process, the significant changes associated with comprehensive reforms represents a fundamental shift in the concepts, knowledge, and practices that will be essential to their success in the classroom.

5.2.1.3 Pre-reform teacher resocialization

Acknowledging that the introduction of CSR represents a fundamental shift in the concepts, knowledge, and practices that will be essential to the mid-career teacher's success in the classroom, the findings presented above suggest that the process of mid-career teacher resocialization begins prior to the implementation of reforms in their school. Similar to pre-service teacher socialization, where prospective teachers are provided the foundation of knowledge that helps them to establish their understanding of the role-as-teacher, pre-reform

education provides mid-career teachers with the context and understanding of the changes that they are about to encounter and, therefore, influences their ability to successfully adapt.

As the process of pre-service teacher socialization is an important phase of the establishment of a teacher's concept of his/her role boundary, the data demonstrates that there is a parallel phase of mid-career teacher resocialization that I will refer to as pre-reform teacher resocialization. Mirroring the principles of pre-service teacher socialization, the intent of pre-reform teacher resocialization is to provide established teachers within a school organization with the foundational understandings necessary for them to successfully conceptualize the changes that will take place. With an opportunity to develop these understandings, mid-career teachers will be provided an opportunity to develop the clarity of role espoused by Brouwer & Korthagen (2005) and re-set the parameters of their role boundary so as to align more effectively with the pending organizational changes.

The findings show a continuum of adaptation experiences through the initial phase of IBPYP implementation and those who were provided a comprehensive pre-reform education experience expressed greater success through initial resocialization experience. Based on the findings, Figure 5.2.1.3 provides a side-by-side comparison that represents the parallels that pre-reform teacher resocialization shares with pre-service teacher socialization.

Figure 5.1 Pre-service vs. Pre-reform Teacher Socialization
Comparison of Pre-service Socialization practices with Pre-reform Teacher Socialization Practices including: Formal Learning, Observational Experiences, Access to Expert Understanding, and Collaborative Sense-making

	Pre-service Teacher Socialization	**Pre-reform Teacher Socialization**
Formal Learning	University Classroom Setting	Targeted Professional Development
Observational Experience	Pre-practicum Observation	Access to Exemplars (Including Site Visits)
Access to Expert Understanding	University Professor and Cooperating Teacher	Expert Teachers with Reform Model Experience
Collaborative Sense-making	Classroom Discussion with Student Colleagues	Internal Collaborative Activities

By providing staff with each of the components of the mid-career teacher resocialization framework, leadership at Bellhaven Elementary School created an environment where mid-career teachers entered the initial phases of reform with the foundational knowledge necessary to initiate the reform initiatives. Staff at Durango were provided with some elements of this framework and expressed partial preparation to initiate the reforms while acknowledging that they did struggle due to a lack of true understanding

of the dimensions of the IBPYP. Noting that participants from Bellhaven and Durango both expressed some degree of preparedness for implementation of the IBPYP, participants from Winterhaven, who did not benefit from any part of a pre-reform teacher resocialization framework, expressed a total lack of preparedness to initiate the reforms within their schools.

5.2.2 Successful implementation of comprehensive school reform takes multiple years for mid-career teachers to successfully adapt to the CSR framework.

The implementation of comprehensive reforms in a school organization presents a myriad of challenges that must be addressed in order to progress successfully. The IBPYP not only introduces structural changes to the organization, but it also requires significant shifts in classroom practices as well, which results in a period of resocialization experienced by mid-career teachers. The following sections will present the findings that characterize the transitional experiences of participants both during the first year of implementation as well as after three years of implementation of the IBPYP. It will then provide an analysis of the findings as they relate to the corresponding literature.

5.2.2.1 Summary of the findings

Adaptation to comprehensive reforms for mid-career teachers is a process that can take multiple years to navigate. In this inquiry, data was collected through semi-structured interviews after three years of implementation of the IBPYP. Participants across all sites characterized their adaptation experience through two phases: the first year and after three years. Findings demonstrate that there were common adaptation experiences among participants across the sites that provide insights into the general experience of mid-career teachers during the implementation of comprehensive reforms. While there were common experiences, there were examples of divergence in experience based on the sites where the participants teach.

The first year of implementation of the IBPYP presented a common set of challenges for all 12 participants in this study. These challenges included:

- Learning and using the language associated with the IBPYP framework
- Developing an understanding of the framework and its components
- Shifting their practices associated with planning and instructional delivery.

The transitional period during the first year of implementation was characterized by participants as a difficult experience characterized by a year-long process of sense-making. Participants across all three schools noted that there was a steep learning curve and

acknowledged that the most significant initial barrier to success was learning and using the language embedded within the program.

While the language was a common challenge, so too was the process of writing and implementing the curriculum within the context of the IBPYP. The first year of IBPYP implementation represents a period where teachers must shift their instructional ideology from content/subject based instruction to transdisciplinary units developed within the six theme structure of the IBPYP program of inquiry utilizing student-centered inquiry-based practices within the classroom. This shift in planning and instruction represented a significant role shift from previous practice that teachers reported the need for adaptation.

While there was consistency among participants related to the challenges faced during the first year of implementation, there was greater variance in the experience of teachers at the three participating schools after three years of implementation. Participants from Bellhaven reported increased levels of comfort with the program after three years of implementation. While they report that the process of adaptation is evolving, they report that their practices have improved and their ability to meet the needs of their students is evidence of their successful adaptation. Participants from Durango, meanwhile, suggest that the process of transition was more gradual, taking more time than those at Bellhaven. While participants from Bellhaven and Durango reported variable levels of progress, those at Winterhaven participants each expressed ongoing challenges with their adaptation to the IBPYP.

5.2.2.2 Discussion

Three years is an important point of demarcation in the field of teacher socialization. When reviewing the literature associated with beginning teacher socialization, formal practices associated with beginning teacher socialization including mentor programs (Nasser-Abu Alhija and Fresko, 2010) and teacher induction programs (Ronfeldt and McQueen, 2017) take place during the first two to five years of a teacher's career. These parameters, combined with legislation that provides added protections for teachers after three years of service, justify a three-year period associated with beginning teacher socialization. During this three-year period, new teachers further develop upon the skills, knowledge and practices established during the pre-service phase of their training while developing the values, attitudes, and interests that characterize the cultural expectations of their school community (Staton-Spiker & Darling, 1987).

The research shows that teachers do continue to evolve as practitioners throughout their career (Kocuglo, 2008). While evolution of practice does take place, it is typically a slow process that reflects the independent professional development pursuits of the individual teachers. The research also shows that significant changes can cause divisiveness

and overt resistance among teachers. I argue that the process of resocialization that occurs during comprehensive reform is not a linear process whereby all mid-career teachers progress at a common rate. Rather, their ability to adapt is significantly impacted by the formal and informal structures put into place to foster the facilitation of those changes associated with the comprehensive reforms.

As is the case with beginning teacher socialization, as an addendum to pre-service teacher socialization, the commitment of the leadership and the organization to provide teachers with both formal and informal opportunities to learn, grow, and adapt to the changes have a direct correlation to the effectiveness by which mid-career teachers adapt to the changing organization. As beginning teacher socialization provides formal supports such as mentoring and teacher induction programs (Nasser-Abu Alhija and Fresko, 2010; Ronfeldt and McQueen, 2017), the resocialization of comprehensive reforms must be supported by formal structures for training and support. Each school in this study did provide formal structures to support the adaptation of its teachers to the principles and practices associated with the implementation of the IBPYP. These formal structures included:

- Formal Training provided through the International Baccalaureate Organization
- Facilitated Collaborative Planning supported by an in-house curriculum coordinator
- Facilitated Professional Development during scheduled meeting time

In addition to these formal structures provided by all schools, Bellhaven and Durango also provided formal opportunities to visit established IBPYP schools to provide staff with direct observation experience of the program in action. These two schools also provided staff with opportunities to participate in multiple IBO workshops to develop deeper understandings of the IBPYP where Winterhaven provided access to only the initial training workshop for all staff.

Implementation of the IBPYP represents a significant shift in the responsibilities of the role-as-teacher (Cottrell & James, 2016) that results in a need to re-clarify the parameters of the role and reestablish a new role boundary that reflects the new legitimate behaviors as they relate to the role within the reformed organization. These shifts include a new conceptualization of instructional planning, a shift in the role of the teacher in the classroom from leader of learning to facilitator of student inquiry, and the demand to integrate concepts of global significance within their instruction. Each of these presents a shift in the skills, knowledge and practices required to effectively execute the nature of the job tasks required,

priorities of those tasks and how to allocate time effectively (Bauer et at., 2007; Feldman, 1981) in the IBPYP school.

Beginning teacher socialization also presents a period of time where a new teacher develops a deep sense of the norms and values of the organization that help newcomers develop a clear sense of the ideals, feelings, and expectations of the school community (Smagorinski, Ryme, & Moore, 2013; Bausell & Glazier, 2018). The development of a new teacher's cultural understanding often takes place within the context of more informal socialization experiences within the school community such as conversations with colleagues, administration, students and parents. Recognizing that the cultural adaptation that takes place during comprehensive reforms and, specifically, the implementation of the IBPYP are significant, it is essential that the school provide opportunities for staff to engage in the informal opportunities for staff to work together to cooperatively adapt to the new norms, beliefs, ideals, and expectations that align with the IBPYP framework. Each school in this study provided informal opportunities, as well as formal opportunities, for staff to work collaboratively to make sense of the demands of the program and provide opportunities for cultural adaptation to the principles of the IBPYP.

5.3 What are the cultural and structural impacts of CSR as described by mid-career teachers?

CSR can be defined as the complete redesign of a school with the intent to reorganize and revitalize the organization with a focus on improving outcomes as measured by student performance (Borman et. al., 2002; Slavin, 2007). As such, there are cultural and structural implications of CSR that can impact the mid-career teacher during the reform period. This section characterizes the impacts of the cultural and structural impacts of the implementation of the IBPYP on participating schools and their mid-career teachers.

5.3.1 International Baccalaureate Primary Years Programme Schools Implement Targeted Professional Development to Support the Implementation of the Program

5.3.1.1 Summary of the findings

Prior to the implementation of the IBPYP, participants from each school in this study report that their school lacked a culture of professional learning that was designed and targeted to the goals and objectives of the school. While participants acknowledged that they had pursued professional learning independently, there was a noticeable absence of a culture of professional learning within their schools and districts.

Upon implementation, all 12 participants noted that professional learning has become a central component of the professional culture within the school that is integrated into each

day, each meeting, and through formal professional development offerings. Included in the structures of professional development that drives the culture of professional learning at all three schools are:

- Formal Professional Development offered through the International Baccalaureate Organization
- In-house professional development provided by the Principal and PYP Coordinator during staff meeting time
- Facilitated collaborative planning time with integrated professional learning opportunities
- Embedded coaching provided by the IBPYP coordinator.

As mentioned in the previous section, participants reported that their adaptation to the IBPYP was challenging due to the change in language, transdisciplinary lesson planning, and facilitated, inquiry-based instruction. They reported that the culture of professional learning was essential to their progression through those first stages of adaptation and that professional learning had become a central part of the professional culture within each school community.

5.3.1.2 Discussion

Fostering a school culture that emphasizes professional learning is an essential component of school change (Harris & Jones, 2017). The ability for a school and its leader to align professional learning with the needs of the teaching staff (Little, 2001) with a primary focus on the content and pedagogy (Lewis, 2002) associated with the reforms is an essential component for mid-career teachers to successfully adapt to the CSR efforts adopted by the school. Each school in this study made efforts to adapt the culture of the school to provide targeted professional development aligned with the IBPYP framework.

Implementation of the IBPYP at schools in this study included structures of professional development outlined by Little (2001) including:

- Collaborative Planning Time
- Professional Development Time
- School-wide Staff Development Days
- Summer Institutes

These professional learning experiences were supported by both internal staff as well as, in the case of summer institutes, the International Baccalaureate Organization. The predominance of professional learning reported by participants in this study suggest that the

focus of professional learning was on the content and pedagogy that aligns with the IBPYP framework. As the professional learning provided across the three sites was consistent, it is interesting to note that participants at each school reported variable experiences over the course of the first three years of programmatic implementation.

The variable experiences noted by participants suggests that the pace and timing of professional development, as well as the availability of expert facilitation, is a significant factor in its efficacy. Little (2001) suggested that the pace of provided professional development must align with the needs of the teaching staff to provide the most optimal outcomes. In the case of Bellhaven Elementary School, formal professional learning was initiated prior to the implementation of the reform efforts. It is not surprising, then, that participants from Bellhaven had more positive experiences through the initial phases of implementation than did those from the other two schools given that they were provided with a robust program of pre-reform education to ensure they had some of the skills needed to begin the reform efforts. Participants at both Durango and Winterhaven had greater challenges through the first phase of implementation where professional development was more reactive to the implementation rather than proactive as in the case of Bellhaven.

While it is supported by the literature that organizations learn through the professional learning of individuals within that organization (Schon and Argyris 1996), leaders in an environment of reform must consider their school as a learning organization where the structures and functions of professional learning are embedded throughout the professional culture of the organization. They must ensure that the professional learning opportunities provided align with the reforms efforts in general and with the individual and collective needs of the staff in a timely way (Lewis, 2002; Little, 2001). The school in this study that most effectively fostered a culture of professional learning in support of the implementation of the IBPYP were those that were most attuned to the specific needs of the staff. While participants from all locations expressed challenges associated with the comprehensive nature of the IBPYP implementation, those at Bellhaven, where a more purposeful and aligned approach to professional learning was taken, navigated the reform process more seamlessly.

5.3.2 Shift to formal and focused collaborative practices

Professional collaboration is another key element to the professional culture within a school and central to the resocialization experience of mid-career teachers. Similar to professional development in an IBPYP school, professional collaboration is required by the IBO in order to achieve IBPYP authorization. The following sections will provide a summary of the findings as they relate to the establishment of a culture of professional

collaboration within the sample schools in this study and will provide an analysis of those findings as they correlate to the literature.

5.3.2.1 Summary of the findings

Prior to the implementation of the IBPYP, participants reported that there was a notable absence of purposeful professional collaboration within their school. While it was acknowledged that there was time allocated within the schedule to collaborate, the time was not structured, focused or valued as a strategy for professional growth. Upon implementation of the IBPYP, each school made a conscious decision to shift the culture of professional collaboration. Recognizing that the IBPYP is a complex and comprehensive framework for school reform, leadership determined that embedding a culture of professional collaboration that is formal, focused, and facilitated was essential to ensure staff received the support needed to adapt effectively. Professional collaboration at all schools in this study include the following:

- Facilitation by the IBPYP Coordinator
- Focus on Unit and Lesson Development
- Incorporated embedded and ongoing professional learning opportunities
- An opportunity to work together to troubleshoot challenges faced through the first years of program implementation.

5.3.2.2 Discussion

When a school elects to pursue comprehensive reform, it is making the choice to challenge its staff to evaluate their current knowledge, skills, and practices and make sense of the proposed changes that are being implemented. Together, through an environment and culture of professional collaboration, mid-career teachers worked together to develop the knowledge, skills, and practices necessary to progress through the reform efforts, discard those skills and practices that no longer benefitted them in their context (Leonard & Leonard, 1999), and evolve through the implementation of the IBPYP in their schools.

Schools that elect to adopt the IBPYP as a reform model must implement the formal structures that facilitate professional collaboration as described by Hargreaves and Fullan (2013). These formal structures required by the IBPYP include collaborative planning with identified peer groups (typically grade level teams), full staff professional collaboration efforts during staff meeting time, and formal consultation efforts with the IBPYP coordinator. Participants in this study had variable experiences through the formal collaborative efforts at each school. As these formal efforts were facilitated by the resident expert, the success of each participant was closely linked to the capacity of the collaborative

meeting facilitator. Participants reported that facilitation by an individual with deeper understanding of the program resulted in progress toward successful implementation and toward successful adaptation, or resocialization, to the IBPYP. As the research supports, effective facilitation of professional collaborative practice allows for the critical reflection that produces improvement of understanding, skill, knowledge and practice within the classroom (Barfield, 2016; Kelchtermans, 2006) and provides them with an opportunity to work through the resistance to the changes that they are experiencing and reduce the divisiveness within their community (Achinstein, 2012).

The research suggests, however, that informal collaborative activities including "small actions and episodes such as talking with colleagues between classes, sharing experiences and stories in breaks and exchanging materials and activities help build open, trusting relationships" (Barfield, 2016, 223) are also essential to the mid-career teacher's experience through the implementation of comprehensive reforms. The majority of insights provided by participants in this study across all three locations focused on the formal structures associated with a culture of professional collaboration in their schools. There was a notable absence of data to analyze the impact of informal collaborative practices on the resocialization of participants and, as such, an investigation into the role informal collaboration plays in the mid-career teacher's adaptation to comprehensive reforms represents an opportunity for future study.

5.3.3 The role of the teacher shifts as a result of the implementation of the International Baccalaureate Primary Years Programme

As noted in the literature review, the implementation of CSR has wide-ranging implications for stakeholders within the school community. Noting that CSR focuses on the whole school with a comprehensive design to implement innovative strategies and proven methods of student learning and teaching (Doherty, 2000), established mid-career teachers are challenged with the task of adapting their role-as-teacher to the new expectations that align with the reform model adopted by their school. In this study, the findings demonstrate that the adoption of the IBPYP as a framework for reform requires a significant shift in the way a teacher conducts his/her work, which results in a shift to his/her role-as-teacher.

5.3.3.1 Summary of the findings

The implementation of the IBPYP as a comprehensive reform model results in a shift in the role-as-teacher in a US public elementary school. This shift is reflected in multiple contexts central to the role-as-teacher including each teacher's role as a collaborator and learner discussed in the two previous sub-sections. While the shift of a teacher's role in

collaboration and professional learning are meaningful in their own right, at the core of the role-as-teacher is their role within the classroom where they design, plan and deliver their instruction to their students. This study demonstrates that the instructional design, planning, and methods of delivery that align with the IBPYP represents a significant shift in participants' concept of their role-as-teacher and, as such, represents a significant shift in the role-boundary to which participants had been previously socialized. The following sub-section will provide an analysis of this role-shift rooted in the available literature.

5.3.3.2 Discussion

Through the course of their pre-service preparation and their early service experience, teachers receive the training, knowledge, and skills that establish the foundational parameters that ultimately define each individual teacher's conception of their role boundary (Cottrell & James, 2016). The literature demonstrates that a teacher's clarity of his/her role within the classroom allows them to employ the skills required to achieve the goals of the organization and meet the needs of the students with their organization's context. While there are formal socialization experiences in place to support this development, the role-boundary is also shaped, in part, through the daily experiences that an individual teacher encounters. As established in the literature, pre-service teacher socialization commits significant attention to providing teachers with both formal learning in a classroom setting as well as practical experience (Brouwer and Korthagen, 2005) all focused on the development of the skills needed to plan, deliver, and assess instruction to students. The significant attention paid to the development of these skills in the preservice phase of teacher socialization illustrates the centrality of instructional design, planning and teaching to the role-as-teacher.

With a primary focus of improving student performance outcomes, CSR requires significant changes to the way core instruction is delivered. Findings in this study demonstrate that participants experienced what they perceived as significant changes to their core role in the classroom in three specific areas: Instructional design, lesson planning, and instructional delivery. Considering that instructional design, planning and instruction represent that vast majority of a teacher's role, significant shifts can present what Little and Bartlett (2002) characterized as "disturbing challenges to deeply held beliefs and familiar practices" (349). A teacher's instruction, how he/she engages his/her students, and how students learn within his/her classroom is at the core of the role-as-teacher and participants in this study described a turbulent experience adapting to the new expectations of instructional design, lesson planning and instruction primarily due to their lack of clarity of the IBPYP framework that impose the innovative strategies and proven methods onto the teaching staff (Doherty, 2000).

Research suggests that the process of organizational socialization is ongoing and endures throughout a career (Van Maanan and Schein, 1976; Kocuglo, 2008). Findings in this study suggest that the comprehensive changes imposed upon teachers during a comprehensive reforms represents a turbulent experience by teachers that suggests a process that exceeds the ongoing socialization described by Van Maanan and Schein (1976). The findings in this study reinforce that comprehensive reforms can create a period of emotional strain, divisiveness, and overt resistance that was characterized by Crow (2006) due to participants' concept of their role-as-teacher being challenged. This turbulence represents the core resocialization experience that this inquiry aims to characterize.

5.4 How do mid-career teachers characterize their adaptation to the cultural and structural shifts that result from comprehensive school reform in their school?

While the previous section characterized the cultural and structural impacts of the implementation of the IBPYP on participating schools, the following section provides an analysis of the impacts of those cultural and structural changes on the adaptation process of mid-career teacher participants in this study.

5.4.1 Expertise and the availability of expert understanding play a significant role in the adaptation process

5.4.1.1 Summary of the findings

During data collection, Participants in this study reflected on their experience throughout the three years of IBPYP implementation in the context of school leaders and coordinators who were responsible for the implementation of the program and support of the staff. There were two perspectives that arose during analysis of the findings. They were:

- The availability of expert leadership, including the principal, is beneficial to mid-career teachers during the adaptation to the IBPYP
- An absence of expertise within the school organization negatively impacts teacher adaptation to comprehensive reforms.

The following sub-section discusses these findings in the context of the related literature associated with the process or teacher socialization, pre-service teacher socialization, and beginning teacher socialization.

5.4.1.2 Discussion

Throughout the entirety of the initial socialization experience, prospective and beginning teachers have abundant access to expertise both through the formal learning

experiences associated with pre-service teachers' socialization, such as formal classroom-based learning and student-teacher/practicum (Virta, 2002; Stokking et. al 2003; Chou, 2011), and with beginning teacher socialization, such as mentoring and teacher induction programs (Smagorinski, Ryme, and Moore, 2013). With access to expert understanding, prospective and new teachers have access to individuals who can provide them guidance in answering questions that help them make sense of the expectations of their role-as-teacher. Without this access to expert understanding and leadership, it would be difficult for a prospective or new teacher to develop the role clarity needed to establish the parameters of their role boundary.

As access to expertise is necessary at the outset of the teacher socialization experience, findings from this study demonstrate that access to expertise during CSR is essential to ensure effective resocialization of the mid-career teacher. Through the implementation of the IBPYP, each school established both formal and informal structures to support the resocialization process that provide established teachers with an opportunity to develop an understanding of the specific knowledge and skills required by the implementation. These formal and informal structures align closely with the processes schools employ during the beginning teacher socialization phase of teacher's socialization where the knowledge, skills, values, and norms (Nassar-Abu & Fresko, 2010) are initially established. Formal structures include the professional development and collaborative practices previously detailed in this chapter. Informal practices typically integrated into the teacher socialization experience that include teacher interactions with stakeholders, including colleague teachers and administration (Smagorinski, Ryme, and Moore, 2013; Bausell & Glazier, 2018) also continue to persist through the resocialization experience of mid-career teachers.

An essential component of the impact of these formal and informal efforts to facilitate resocialization during reforms is the level of expertise available. In what the research describes during beginning teacher socialization, the experiences of the new teacher are consistently supported by experts, such as mentors (Kirby et. al., 1992), trainers who facilitate induction programs, and building administration who provide regular feedback through formal and informal observation (Walumbwa et. al. 2011), in the knowledge, skills, and expectations of the organization. Access to these resident experts provides access to the knowledge and skill required to adapt. The findings demonstrate that the expertise available during the implementation of the IBPYP, both through the school leader and the IBPYP Coordinator, played a significant role in the resocialization experience of the participants in this study.

The findings show that competent, knowledgeable leadership helped to facilitate more fluid, less challenging periods of resocialization. In the case of two participating

schools, there was a notable shift in the resocialization experience during year two of the implementation when the schools experienced a change in their IBPYP Coordinator from one without the requisite understanding to support the resocialization experience to one with far greater competence. Participants were vociferous in their acknowledgement of the importance of their having access to expert understanding during their adaptation to the IBPYP.

5.4.2 Adaptation to components of the International Baccalaureate Primary Years Programme have a negative impact on mid-career teachers' sense of self-efficacy

5.4.2.1 Summary of the findings

As changes associated with CSR are implemented, mid-career teachers must resocialize to new expectations within the classroom. Where they previously had built knowledge and skill that led to a strong sense of self-efficacy through pre-service and beginning teacher socialization experiences as well as the ongoing engagement within their school, reforms put them in a position where they had less understanding and confidence due to their lack of applicable skills. All 12 participants in this study reported that the implementation of the IBPYP resulted in a decrease in their personal sense of self-efficacy. The impacts were variable among participants and that variability aligns with the strategies utilized at each school site to support the programmatic implementation. This section provides an analysis of the impact CSR has on the mid-career teacher's sense of self-efficacy over the course of reform implementation.

5.4.2.2 Discussion

As noted in the literature review, self-efficacy is characterized as the extent to which people believe they can successfully organize and execute the tasks and behaviors required to produce outcomes in their role (Bandura, 1997; Bandura, 1986; Bong, 2006). Through the establishment of a positive sense of self-efficacy, mid-career teachers demonstrate higher levels of performance as well as a higher capacity to persevere when challenged with obstacles and anxieties related to their role-as-teacher (Stajkovic and Luthans, 1998; Saks, 1994). Research in the field of school reform suggests that individuals with a strong sense of self-efficacy demonstrate perseverance during times of reform within their school. This study provides evidence that a mid-career teacher's success in adaptation is not only related to their established sense of self-efficacy but also to the specific strategies employed during reform implementation that support the facilitation of reform model and its implementation.

Reports from participants in this study suggested that they were confident in their ability to accomplish the responsibilities associated with their role-as-teacher, suggesting a

strong sense of self-efficacy, in the context of their pre-reform school. This apparent confidence can be attributed to their effective socialization into the role-as-teacher within their school. As discussed in Chapter 2, self-efficacy is developed through a combination of pre-service and beginning teacher socialization strategies that ensure professionals have the knowledge, skill, and organizational awareness necessary to meet the expectations of their role-as-teacher. While pre-service socialization practices, including formal classroom learning and practical experience through formal student teaching provides the foundations (Brouwer & Korthagen, 2005) for establishing the role boundary of the teacher (Cottrell & James, 2016), the formal and informal socialization practices that influence the individual's transition into the teaching role within the school ensures that the beginning teacher develops a contextual understanding of the nature of the organization, the role orientation, and the expected performance outcomes (Smagorinski, Ryme, & Moore, 2013; Kearney, 2015; Bausell & Glazier, 2018; Nasser-Abu & Fresko, 2010) as defined by the specific school organization. These socialization tactics provide an opportunity for unique and informal learning experiences that occur in the context of the working environment (Allen and Meyer, 1990).

Upon the implementation of the IBPYP as a reform model in their schools, all participants shared perspectives that suggest a significant, though variable, decline in their sense of professional self-efficacy. This apparent decline was most significant in the first year of implementation when participants were introduced to and asked to implement reform structures, practices, and expectations that were contrary to their established role-boundary. These shifts included:

- A shift to planning and delivering transdisciplinary instruction
- Learning and integrating the language of the program into their practice
- Shifting to an inquiry-based approach to teaching and learning.

While each participant's perspective appeared to express a significant decline in their self-efficacy during their first year of implementation of the IBPYP, the data suggests that the provision of formal and informal tactics common to beginning teacher socialization strategies may reduce the impacts of changes associated with CSR (Feiman-Nemser, 2001; Wong, 2004; Nassir-Adu & Fresko, 2010). Further analysis suggests that a more comprehensive approach to pre-reform socialization prior to the implementation of CSR more effectively supported the initial phase of implementation and teacher adaptation to their changing role boundary.

After three years of implementation, participant responses indicated increased confidence in their ability to execute the responsibilities associated with their responsibilities

associated with CSR. An increase in confidence suggests that participants' sense of self-efficacy increased during that time. Analysis of data collected appeared to support the conclusion that rates of improved confidence and self-efficacy was related to the efforts made by school administration to provide pre-reform socialization experiences to participating staff members. The outcomes of this study suggest that mid-career teachers who are provided with a comprehensive pre-reform socialization experience that includes formal learning, collaborative activities to support their individual sense-making of the reform efforts, and access to expert understanding adapt more quickly and more effectively to the reform efforts implemented within their school.

5.5 What new understanding of mid-career teacher resocialization emerge from the application of a joint role boundary and cultural perspective?

5.5.1 Introduction

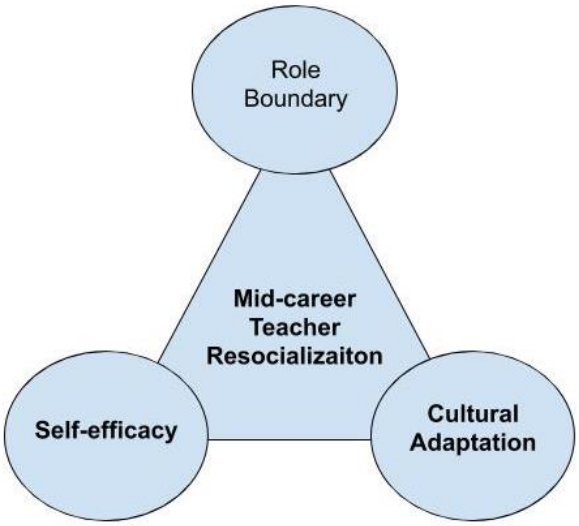
The aim of this thesis is to analyze the process of mid-career teacher resocialization in response to CSR. The concept of mid-career teacher resocialization characterizes the process by which mid-career teachers must adapt to changes that have a subtle, yet significant impact on their conception of their role-as-teacher, or role boundary (Cottrell & James, 2016). While the previous sections in this chapter provided background and analysis that helps to characterize this process, this section is intended to synthesize the findings of this study. Sub-section 5.5.2 will detail three components of mid-career teacher resocialization including the role boundary, teacher self-efficacy, and cultural adaptation. Sub-section 5.5.3 will detail the conditions within a reforming school that support the facilitation of mid-career teacher resocialization including: Access to expert understanding, fostering a culture of targeted professional development and effective professional collaboration, and effective leadership and external supports.

5.5.2 Conceptualization of Mid-Career Teacher Resocialization

Through this study, the work of Bauer et al (2007) was used as a foundation of analysis of the concept of mid-career teacher resocialization. Bauer et al.'s (2007) meta-analysis "treats role clarity, self-efficacy, and social acceptance as three key indicators of newcomer adjustment" (707). Previously in this chapter, I noted the parallels between organizational/teacher socialization with the process of resocialization and have, therefore analyzed the process through this lens with some minor modification. Figure 5.5.2 presents a model of mid-career teacher resocialization. At the center of this model is the concept of mid-career teacher resocialization framed by three components: role boundary, cultural

adaptation, and self-efficacy. This section provides a rationale for this structure to characterize mid-career resocialization.

Figure 5.1 Model of Mid-career Teacher Resocialization
Model of Mid-career Teacher Resocialization including three elements: Role Boundary, Self-efficacy, and Cultural Adaptation as elements of the resocialization process.



5.5.2.1 Role Boundary as a component for resocialization

The research demonstrates that a teacher establishes the parameters of their role-as-teacher (Cottrell & James, 2016) through a series of socialization experiences in their pre-service training and through the structures and supports available to them through the beginning of their career. The research characterizes these experiences as pre-service teacher socialization and beginning teacher socialization (Virta, 2002; Stokking, et. al., 2003; Forseille and Raptis, 2016; Chou, 2011; Greenberg, et al, 2011; Smagorinski et. al., 2013; Kearney, 2015; Nasser-Abu Alhija and Fresko, 2010) and acknowledges that the process of socialization is ongoing and endures throughout one's career (Van Maanan & Schein, 1976). This inquiry argues that the process of pre-service and beginning teacher socialization results in a teacher establishing their concept of their role boundary or the demarcation point between legitimate and illegitimate behaviors as they relate to the role within the organization (Cottrell & James, 2016) and that, while there is a general evolution of that role boundary that represents the ongoing socialization characterized by Van Maanan and Schien (1976), that significant reforms represent a fundamental change in the teacher role boundary that results in a process of resocialization. Changes to the skills, knowledge, and practices associated with the role boundary that resulted from the implementation of the IBPYP for participants in this study included:

1. New methods of instructional planning and unit design
2. Shift in the role-as-teacher in the classroom from instructor to facilitator
3. Implementation of new language, structures, and expectations for teaching and learning

Changes in the role boundary had a corresponding impact on participant teachers' sense of self-efficacy. The next subsection will discuss self-efficacy as a component of mid-career teacher resocialization.

5.5.2.2 Self-efficacy as a component of teacher resocialization

The research demonstrates that a teacher develops a positive sense of self-efficacy through a series of socialization tactics experienced in the pre-service and beginning teacher phases of their careers. Failure to effectively socialize into the field as a teacher will result in an absence of positive self-efficacy for the beginning career teacher. Chesnut and Burley (2015) noted that weak and/or maladaptive sense of teacher self-efficacy tend to have diminished confidence in their ability to make a difference in the classroom while having a negative impact on the potential longevity of their career (Klassen & Chiu, 2011). As such, the establishment of a positive sense of self-efficacy is a direct result of a teacher's development of a clear conception of their role boundary. When the role boundary is altered, there is a corresponding effect on a mid-career teacher's sense of self-efficacy. Specifically, there is an immediate and significant reduction in their self-efficacy that correlates with their lack of understanding of the new expectations, knowledge, skill, and practice that define the new parameters of the role boundary. This negatively impacted sense of self-efficacy was reported by all 12 participants in this study.
Through an intentional process of resocialization where the school organization and its leader(s) implements specific resocialization tactics, mid-career teachers are able to adapt to the new parameters that define their role boundary in the context of reform. This adaptation results in a corresponding increase in their sense of self-efficacy.

5.5.2.3 Cultural adaptation as a component of teacher resocialization

The implementation of CSRs results in changes to the school organization that modify the role boundary of established mid-career teachers. A changing role boundary results in a decrease in the mid-career teacher's sense of self-efficacy. The shifted role boundary and corresponding decline in the sense of self-efficacy is supported during mid-career socialization through a process I am referring to as cultural adaptation. Cultural adaptations refer to the specific components of a school's professional culture designed to

facilitate the change, reform, and instructional improvement including professional collaboration and professional development.

Leonard and Leonard (1999) argue that a school must "reculture in terms of teacher professionalism" (237) as they address reforms. Cultural adaptation in comprehensive reform is characterized by specific and intentional strategies a school and its leader(s) implement to facilitate effective professional collaboration among staff as well as to the provision of professional learning within the context of the school organization. The research demonstrates that professional collaboration and professional development are fundamental components to a school's reform efforts because they ensure teachers develop the knowledge, skills and practices associated with the reforms while engaging with each other through a process of sense-making as the reforms are implemented.

5.5.2.4 Concluding Comments

The basic structure at the center of this model suggests that the process of resocialization results in process whereby:

1. The role boundary of an established teacher is changed by the expectations, structures, etc… of the implemented reforms.
2. The change in the role boundary results in:
    a. A decrease in teacher self-efficacy due to the teachers lack of knowledge and skills necessary to meet the newly established parameters that define the new role boundary.
3. The shifted role-boundary and corresponding decrease in self-efficacy are supported by:
    a. A process of cultural adaptation whereby a school and its leaders establish a culture of professional learning and collaboration that provides mid-career teachers with the knowledge, skills, practices and supports required to resocialize to the new expectations defined by the reform efforts.

The following sub-sections provide characterizations of the four factors that contribute to the process of mid-career resocialization. Section 5.5.3 will discuss the importance of access to expert understanding through the resocialization process. This section will be followed by section 5.5.4 that discusses the impact of targeted professional development on mid-career teachers during resocialization. Then, section 5.5.5 explores the influence that formal structures for professional collaboration have on mid-career teachers as they adapt to reforms. Finally, section 5.5.6 will discuss the nature of leadership and support as a foundational component of the mid-career teacher resocialization process.

5.5.3 Access to Expert Understanding and Mid-Career Teacher Resocialization

Through the process of pre-service and beginning teacher socialization, those at the outset of their career have access to experts who can help them make sense of their pending career, the roles and responsibilities associated with the role-as-teacher, and the knowledge required to execute the responsibilities of the role-as-teacher. The experts, including university professors, practicum supervisors, and cooperating teachers during the preservice teacher socialization phase, and mentor teachers, colleagues, and school leaders during the beginning teacher phase provides teachers with access to individuals who can support the sense-making process. These experts can answer questions, provide insights and experiences, and provide guidance that supports a new teacher's progress toward competency. This research demonstrates that when comprehensive reforms are initiated, mid-career teachers benefit from a similar access to expert understanding.

Outcomes from this study suggest that mid-career teachers benefit from pre-reform teacher socialization practices that resemble those experienced during the pre-service teacher socialization process. As is the case with pre-service teacher socialization, pre-reform teacher socialization practices include formal learning, site-based observation and professional collaboration with experienced IBPYP practitioners. In doing so, pre-reform socialization experiences provide mid-career teachers an opportunity to develop the knowledge, skills, and an understanding of the practices associated with CSR reforms. In addition to opportunities for professional learning and collaboration prior to CSR implementation, access to expert understanding of the CSR reform model at the school level was an important factor in the adaptation process of mid-career teachers. Such access provides mid-career teachers with a source of knowledge and information that can help resolve confusion and frustration effectively. Findings from this study suggest that an absence of pre-reform socialization practices and an absence of leadership with expert understanding may result in confusion, frustration, and divisiveness through the initial phase of CSR implementation.

Recognizing the presence of confusion, frustration, and divisiveness, schools who elect to implement comprehensive reforms should consider that staff have:

1. Access to professional learning and opportunities for collaboration prior to the initiation of reforms to provide them with a clear conceptual understanding as they enter the reform process.
2. Members of staff with expert understanding of the reform efforts who are in a position to answer questions, provide support and training for colleagues through the implementation of the reform efforts within their school.

5.5.4 Targeted Professional Development in Support of Mid-Career Teacher Resocialization

Significant reforms implemented within a school requires teachers to develop the knowledge, skills and practices that will allow them to execute their role within the reformed organization. To ensure teachers develop that knowledge and those skills and practices, leaders must develop and implement a culture and plan for professional learning that is school leaders must be attuned to the needs of his/her staff, ensure that the professional learning aligns with the current needs of the staff, and is able to keep pace with the demands of programmatic implementation experienced by the teaching staff (Little, 2001).

Data collected suggests that initiating professional learning prior to the implementation of the reforms provides mid-career teachers with knowledge and skills necessary to initiate the process of reform with less initial resistance and struggle. While all participants in the study did express that the first year of implementation of the IBPYP was challenging, those with more pre-reform knowledge and training were less impacted by the challenging nature of the reform implementation.

In addition to the provision of professional development as a pre-reform strategy, it is important for school leadership to recognize that professional development that provides teachers with the content and pedagogical understanding of the reform initiative have far more impact on the resocialization of mid-career teachers than professional learning focused on inspiration, community building and inquiry described by Little (2001). A significant challenge identified throughout this inquiry was the availability of time for all participants. As a result, professional learning opportunities in a time-limited environment must focus on the skills, practices, and knowledge necessary for mid-career teachers to develop the new parameters that define their role boundary in the context of their reformed school organization.

5.5.5 Professional Collaboration in support of mid-career teacher resocialization

Through the establishment of a culture of professional collaboration, school leaders provide established teaches with opportunities to make sense of conditions associated with reform, collectively identify the knowledge, skills and practices that no longer align with the reforms (Leonard & Leonard, 1999, 241), and provide a setting for critical reflection where staff can collectively work toward improving their practices (Barfield, 2016). A culture of collaboration includes both formal and informal (Hargreaves and Fullan, 2013) collaborative activities that support teacher development of knowledge and skills collectively.

Findings from this study demonstrate that the formal collaborative opportunities structured at each school supported participant's development of the knowledge, skills, and

practices necessary to conceptualize the reforms associated with the IBPYP. It was, however, demonstrated that formal collaborative planning in the context of school reform is most effective when facilitated by a knowledgeable facilitator. While collaborative activities that lacked the support of a knowledgeable facilitator contributed to ongoing frustrations with regard to the reform implementation, the presence of a knowledgeable facilitator resulted in an advancement of knowledge and understanding that contributed to an increase in participant capacity, an improvement of their sense of self-efficacy, and progress toward successful implementation of the reforms.

While the data collected during this investigation provided valuable insights into the role formal collaborative activities had on the participants in this study, there was a noticeable reference to the informal collaborative activities characterized by Leonard & Leonard (1999) and Barfield (2016). Further investigation into the impact of informal collaborative practices on the resocialization of mid-career teachers is a potential area for future study.

5.5.6 Leadership and support as a foundational component of mid-career teacher resocialization

This inquiry demonstrates that the comprehensive nature of CSR results in changes to the role boundary of a mid-career teacher that results in a process of resocialization. Components of reform that most directly impact the role boundary of participants in this study are those that most directly correlate to their conception of their role-as-teacher including changes in unit design, lesson planning, language associated with the program and, most importantly, their role-as-teacher while instructing students. This research inquiry has identified many conditions that contribute to the resocialization of the mid-career teacher through the process of CSR including the development of new knowledge and skills, the reconceptualization of teaching and learning in the classroom, and the role that professional collaboration and professional learning play in the resocialization process.

While conducting interviews with the 12 participants in this study, it became clear that the role of the Principal and the IBPYP Coordinator was central to the resocialization experience. Findings demonstrate that the extent to which the principal structured supports, provided time for collaboration and professional development, and demonstrated responsiveness to the needs of the staff was influential across the three different sites. Findings also suggest that efforts by leadership to provide support, inclusiveness, and engagement in the reform process also have a positive impact on the resocialization process experienced by mid-career teachers.

The principal was also central to creating the conditions and providing the structures that ensured access to professional development and professional collaboration as well as the

resources including time, materials, staffing, and access to outside professional development. In addition to the structures and supports associated with the principal, effective supports provided by the IBPYP coordinator in facilitation of meetings, skill development, unit and lesson planning, and in-house professional development provided a foundation for the resocialization experiences of participants in this study. Where there was an absence of effective leadership and/or an ineffective IBPYP coordinator, the resocialization experience of participants was adversely impacted.

5.5.7 Concluding Comments

The process of mid-career teacher resocialization seems to be most effectively accomplished when the principles of pre-service and beginning teacher socialization are applied to the reform process. Through the provision of pre-reform professional learning, embedded professional learning through the beginning stages of reform, and environments that foster collaborative activities mid-career teachers can be provided a resocialization experience that supports their adaptation to significant reforms within their school. To support the effective resocialization of mid-career teachers, school organizations may consider how to:

1. Provide mid-career teachers with access to expert understanding of the reforms that will be pursued both prior to and during the implementation of those reforms.
2. Ensure that a school culture that leverages professional collaboration is established to provide opportunities for collective sense-making, reflection and learning.
3. Deliver professional learning opportunities that are aligned with the targeted needs of the mid-career staff, responsive to their areas of deficit, and focused on the content and pedagogy that is central to mid-career teachers' role-as-teacher.

Through this model of mid-career teacher resocialization, mid-career teachers will find greater success in their adaptation to the conditions of CSR that cause a shift in their role boundary.

CHAPTER 6: CONCLUSION

6.1 Introduction

Through extensive research, a detailed understanding of the concept of organizational socialization has been established. Organizational socialization is characterized as "the process through which a new organizational employee adapts from outsider to integrated and effective insider" (Cooper-Thomas & Anderson, 2006, 492). The nature of organizational socialization has been detailed by researchers including Chou (1994), Moreland and Levine (1984), Bauer et al (2007), and others and is characterized by a process of formal and informal strategies that an organization may use to support the adaptation of a newcomer's acquisition of the knowledge, skills, and practices necessary to execute the responsibilities of the position for which they have been hired as well as the social and cultural expectations of the organization.

The principles of organizational socialization have been applied to the field of education through the research of scholars and professionals (Gunes, 2019; Fedai Cavus, 2012; Smith et al., 2017; Kowtha, 2018). The literature that articulates the nature of organizational socialization in schools have focused on three primary areas: Pre-service Teacher Socialization (Virta, 2002; Stokking, et. al., 2003; Forseille and Raptis, 2016; Chou, 2011; Greenberg, et al, 2011), Beginning Teacher Socialization (Smagorinski, Ryme, & Moore, 2013; Kearney, 2015; Bausell & Glazier, 2018; Nasser-Abu & Fresko, 2010), and Headteacher/Principal Socialization (Cottrell & James, 2016; Male, Bright, & Ware, 2002). While the outcomes of the efforts to build understanding related to organizational socialization in schools has produced valuable knowledge that has contributed to the way universities and school organizations prepare and support staff as they enter the field, there is a notable absence of research in the area of what I refer to as mid-career teacher resocialization. The primary purpose of this doctoral thesis is to introduce the concept of mid-career teacher resocialization to the field and provide insights to the resocialization process mid-career teachers experience when faced with reform efforts within their school.

The rationale for this inquiry is rooted in personal experience. As a school principal with 11 years of leadership experience, I have led my staff through periods of substantial change. I have observed that many teachers, particularly those who are in the middle of their careers, experience difficulties when they are required to adapt to reform efforts that change the expectations of skills, knowledge and practices that are expected to be delivered in the classroom. The foundation of this dissertation is the premise that significant reforms that require the development of new knowledge and application of new skills in the role-as-teacher results in a process of resocialization that is qualitatively observable and, therefore, something that school leadership should be cognizant of and must plan for.

This research inquiry has found that there is, in fact, a meaningful period of resocialization that mid-career teachers experience resulting from the changes associated with comprehensive reform. The following sections will summarize the nature of resocialization experienced by participating members. The first section will provide a characterization of the ways in which CSR impacts the role-as-teacher and resulting shift in participants' role boundary (Cottrell & James, 2016). The second section will provide insights into the ways in which changes associated with CSR affected the self-efficacy of the participant teachers in this study. The third section will detail importance of collaborative structures in support of maintaining positive levels of social acceptance within a changing school organization. While the first three sections will provide a general summary of findings from this study, the fourth section will clearly articulate the new contributions to the field produced by this study including the introduction and characterization of Mid-Career Teacher Resocialization as well as a reinforcement of the value of the role boundary perspective as a device for analysis of the socialization within the school setting. This chapter will finish with some closing thoughts, including potential areas for future research that materialize from this investigation.

6.2 Role Clarity in Mid-Career Teacher Resocialization

The concept of role clarity is characterized as the ability to understand the "job tasks to perform" and understand the "task priorities and time allocation" (Bauer, et al, 2007, 708) related to the specific role within the organization. Cottrell and James (2016) provided a clear model for articulation of this concept of role clarity in their introduction of the role boundary perspective to the field. In characterizing the role boundary perspective, Cottrell and James (2016) argued that it represents the demarcation point between legitimate and illegitimate behaviors as they relate to the role within the organization (Cottrell and James, 2016). The legitimate behaviors that define the role boundary are those that are fostered and developed through the socialization process.

For teachers, the role boundary is established through the formal and informal socialization practices associated with pre-service and beginning teacher socialization. Prior to entering the teaching profession, typically through university study, and during the first years of employment, a teacher is provided formal and informal supports to help develop their role boundary. That is, the legitimate expectations of their role-as-teacher including the skills, knowledge, and practices associated with the being a teacher. While the research is strong in support of this process of socialization, this study demonstrates that CSRs, specifically the transition from a traditional educational model to the IBPYP, requires

teachers to make changes in their role-as-teacher that require adaptation or, as I call it, resocialization.

This inquiry has demonstrated that mid-career teacher participants in this study encountered new knowledge, skills and practices that required both formal and informal strategies to facilitate their resocialization. It was reported by all participants that the IBPYP framework included structures, language, and specific learning outcomes that they had not encountered in their previous teaching. It was universally reported that the most significant challenges that participants encountered included:

- learning the language required for all facets of the program
- a reorientation of instructional delivery from traditionally subject-specific delivery to transdisciplinary units of instruction where subjects were integrated
- Shift from teacher-led learning experiences to student-centered inquiry-based lesson design

These three significant shifts represent core changes to the primary areas of the role-as-teacher, specifically the knowledge, skills and practices associated with teaching students on a daily basis.

Each school in this study implemented strategies to support the resocialization of staff toward their new role boundary to varying levels of success. This study determined that effective pre-reform education, equivalent to pre-service socialization discussed previously, had a positive impact on those participants who were provided it compared to those who weren't. It was also found that opportunities for professional learning through both formal coursework and job-embedded learning experience supported the resocialization process of teachers in the establishment of their new role boundary. Finally, it was found that participants who had access to resident experts who could answer questions and provide ongoing supports through the reform process helped to facilitate the resocialization process. As noted in Chapter 5, the re-establishment of the new role boundary was not a linear process where all participants adapted at a similar rate. In fact, there was significant variability in participant reporting of their effective socialization to the reform efforts and this variability appeared closely tied with the formal and informal strategies employed by leadership at each participating school.

Bauer, et. al. (2007), in referencing Feldman (1981), refers to the concept of role clarity as the ability to understand "job tasks to perform and understanding task priorities and time allocation" (708). This concept of role is presented throughout the literature on

socialization and has become the foundation of new perspectives such as the role boundary perspective introduced to the field by Cottrell and James (2016).

6.3 Self-efficacy in Mid-Career Teacher Resocialization

The primary purpose of the pre-service and beginning teacher socialization process is to provide teachers with the knowledge and supports necessary to develop a feeling of self-efficacy. As discussed in Chapter 2, self-efficacy is characterized by the extent to which newcomers to a profession and/or organization can successfully organize and execute the tasks and behaviors required to produce outcomes in their role (Bandura, 1997; Bandura, 1986; Bong, 2006). The development of a positive sense of self-efficacy is a primary goal of the process of organizational socialization. The extent to which a newcomer develops this positive sense of self-efficacy correlates with the levels of job satisfaction, commitment to the organization, perceptions of job performance, and the likelihood that they remain committed to the organization and the career (Bauer, 2007). This inquiry demonstrates that the pursuit of comprehensive reforms within a school may have a significant, negative impact on mid-career teachers' sense of self-efficacy.

As noted in Chapter 5, reports from participants in this study suggested that they were confident in their ability to accomplish the responsibilities associated with their role-as-teacher, suggesting a strong sense of self-efficacy, in the context of their pre-reform school. This suggests that the participants had experienced a successful socialization experience into the teaching field in general and into their specific school organizations. Analysis of qualitative data collected in this study suggests that all participants experienced an apparent reduction in their sense of self-efficacy. This seemingly depressed sense of self-efficacy may be attributed to a combination of the complex demands associated with the implementation of the IBPYP framework combined with the lack of knowledge and skills required to execute those demands particularly as they relate to the shifting role boundary discussed in section 6.2 above.

This study did, however, suggests that the reestablishment of participants' self-efficacy was variable. Analysis of the data suggests that the reestablishment of previous levels of self-efficacy may have been associated with the formal and informal strategies implemented at each school to provide teachers with the supports necessary to develop the new knowledge, skills and practices that make up their new role boundary. These formal and informal strategies include opportunities to learn through professional development and collaborate through a process of collective sense-making.

Ultimately, this study provides evidence that CSR may have a negative impact on a mid-career teacher's sense of self-efficacy. It also suggests that the implementation of formal and informal strategies, including pre-reform socialization strategies and implementation reform socialization strategies, influence a mid-career teacher's ability to adapt and resocialize. As progress is made through the resocialization process, this study supports the idea that a mid-career teacher's sense of self-efficacy can be restored.

6.4 Social Acceptance in Mid-Career Teacher Resocialization

Ratković-Njegovan and Kostić (2014) acknowledge that organizational socialization must extend beyond the knowledge, skills and practices associated with the role-as-teacher and include a "process of social adjustment and acceptance by others" (36). While the establishment of social acceptance appears to be exclusive to the process of pre-service and beginning socialization, it is important to note that the implementation of CSRs can have implications for the social dynamics within a school organization.

This study found that the implementation of sound, effective, and formal collaborative practices during the process of CSR is essential to maintaining effective social circumstances within the school setting. Providing mid-career teachers with regular opportunities to talk, work together, and collectively problem solve are strategies that were found to mitigate conflict among peers during the reform process. While there were noted challenges in some instances, including a significant issue with teacher retention that presented challenges within the social dynamics at the participating school, effective collaborative structures supported and helped to foster positive social dynamics within the school.

Data collected also suggests that social support from administration may be fostered through a process whereby administration prioritizes inclusion in the decision-making process, communication, and professional support and development during the reform process. In such cases, mid-career teachers may experience a more positive experience during the CSR process and more effectively evolve through the resocialization process. Data further suggests that an absence of such efforts may result in feelings of anger, hostility, and resentment toward building administration. The research demonstrates that positive social dynamics within a school have positive effects on both a teacher's self-efficacy and commitment to the school and its direction.

6.5 Original Contributions to the Literature

6.5.1 Mid-career Teacher Resocialization

In this thesis, I have introduced a new theoretical concept related to concepts of organizational socialization and teacher socialization that I refer to as mid-career teacher resocialization. While the concepts of school change and pre-service/beginning teacher socialization has been extensively studied, there has been very limited attention to the adaptation process that mid-career teachers experience during significant change within their school organization. This study has demonstrated that significant organizational change, represented here by concepts of CSR in the form of the implementation of the IBPYP, results in changes to the mid-career teacher's previously established role boundary. Such changes result in an absence of the knowledge, skills, and practices required to properly execute the newly established role-as-teacher in their reformed school organization. This absence of knowledge results in a corresponding decline in the mid-career teacher's sense of self-efficacy.

Comprehensive reforms result in the need for a mid-career teacher to develop new skills, knowledge and practices in order to adapt to their new expectations. Recognizing that their previous role boundary was established through a set of formal and informal socialization practices during their pre-service and beginning teacher phases, this need for adaption and development of new skills, knowledge and practices by a mid-career teacher is characterized here as mid-career teacher resocialization. I summarize that the mid-career teacher resocialization process exists in two key stages: Pre-reform mid-career teacher resocialization and implementation stage resocialization. These two phases of mid-career teacher resocialization are characterized by both formal and informal strategies intended to provide mid-career teachers with the knowledge, skills, and practices required to effectively execute the reforms being implemented. The introduction of mid-career teacher resocialization to field represents a viable opportunity for the development and submission of an article to an academic journal for potential publication.

6.5.2 Reinforcement of the Role Boundary Perspective

While the introduction of mid-career teacher resocialization is the primary contribution to the literature, this study also reinforces the value of the role boundary perspective as an analytical device for the study of socialization in the educational context (Cottrell and James, 2016). Cottrell (2013) acknowledged that "the new headteacher is required to find, make and take up their new role, both as position and as practice in the context of the organization" (190), this thesis makes the same assertions with regard to the mid-career teacher in a changing organization. That is a mid-career teacher is "required to

find, make and take up" (Cottrell, 2013, 190) the same role with a new role boundary "both as position and as practice in the context of" (Cottrell, 2013, 190) their newly reformed organization. This study reinforces that concepts, initially articulated by James and Connolly (2000) that socialization never ends. In fact, this thesis demonstrates that the actions and initiatives pursued by the organization demands that socialization continues. I conclude that the ongoing socialization that is described by James and Connolly (2000) and supported by Cottrell (2013) is mischaracterized and should be considered through the lens of resocialization.

6.5.3 International Baccalaureate Primary Years Programme as a Model for Comprehensive School Reform in US Public Schools

As noted in Chapter 2.6, CSR is characterized as the complete redesign of a school with the intent to revitalize the organization with a focus on improving outcomes as measured by student performance (Borman et. al., 2002; Slavin, 2007). In the later part of the 20th century, research identified that thousands of schools across the United States pursued CSR utilizing over 400 different models (Desimone, 2002). Noting the vast availability of research related to the implementation of CSR in the US public school context, the IBPYP has not been identified or referenced as a model for CSR in America.

Through a comparative analysis of the 9 elements identified by CSRD legislation that define a model for CSR with the IBPYP framework, this inquiry demonstrates that the IBPYP meets the criteria outlined by the United States Congress as a model for CSR. While the US Congress established the 9 elements that define a model for CSR, they also devoted significant financial resources to support schools in their redesign efforts, focusing primarily on schools with a high percentage of economically disadvantaged students, known in the US as Title I schools (Desimone, 2002). As noted in the study conducted by Gordon et al (2015), 65% of schools in the United States that have elected to implement the IBPYP are identified as Title I schools. As such, this research inquiry, for the first time, provides a detailed analysis of the IBPYP through the lens of comprehensive school reform and affirms that it does meet the criteria for CSR in the US public school context.

6.6 Limitations of the Current Study

Through a detailed review of relevant literature and the research design for this inquiry, this thesis introduces the concept of mid-career teacher resocialization in the context of comprehensive school reform to the field. In addition to the contributions detailed in the previous section, there are notable limitations that must be acknowledged. These limitations, detailed in the sub-sections to follow, include: Defining the parameters of the mid-career

teacher and, in particular, the conclusion of the mid-career; Utilization of the principal as a proxy in identifying participants for this study; Sample size; Absence of a quantitative measure of teacher self-efficacy; and utilization of the Role Boundary Perspective as a conceptual framework for analysis. The following sub-sections will provide details relating to these limitations.

6.6.1 Defining the parameters of the Mid-career

Through an analysis of the literature and related regulations, this study provides clear criteria, using years of experience, to define the mid-career teacher. As noted in Section 2.5, the descriptive parameters for the mid-career teacher are variable for both the beginning and end of the mid-career. While the establishment of clear parameters to define the mid-career teacher as a teacher with 4 – 20 years of experience represents an original contribution to the literature and provides future researchers with a clear population for future sampling, there are notable limitations that must be acknowledged including the factors that contribute to the variations in progression through career stages described by Hargreaves (2005) and the parameters that define the conclusion of the mid-career.

6.6.1.1 Factors that cause variation of progression through career stages

As noted in the literature review, the research in the field of stages of the teaching career note that there are a multitude of factors that cause variations of progression through the stages of a teacher's career. These factors include age at the outset of the career, continuity of the career, race, ethnic and cultural backgrounds (Hargreaves, 2005). These factors may influence both the outset of the mid-career when a teacher has been effectively socialized into their role-as-teacher (Cottrell and James, 2016) as well as the conclusion of their mid-career. While this inquiry endeavored to provide clear parameters for the mid-career in order to identify viable participants for study, this limitation presents the field with further opportunities for investigation that may result in refinement of the 4 – 20 year parameters established for this study.

6.6.1.2 Defining the conclusion of the mid-career

As noted in sub-section 2.5.1.3, there is an absence of a regulatory framework that supports the establishment of the conclusion of the mid-career. In addition, the literature that characterizes career stages for teachers provides a poorly defined range of 10 – 30 years (Kokemuller and Media, 2007; Driscoll, 2013; Windleman, 2007) as a range for the conclusion of the mid-career. For the purposes of this study, and in order to provide a clear demarcation point for the conclusion of the mid-career, I chose to use an average of the parameters detailed above and in chapter 2.5.1.3. This represents an acknowledged

limitation of the current research and an opportunity for the field for future investigation that may provide further refinement to the parameters established herein of four to 20 years that define the mid-career teacher.

6.6.2 Principal as a Proxy

Methods used for the execution of this inquiry included purposive sampling in order to identify both the participating schools in the study as well as the participant mid-career teachers. Identification of the schools for the study occurred through using the "Find an IB World School" feature on the IBO website (International Baccalaureate Organization, 2019c). Through this feature, I was able to identify schools that met the criteria for inclusion in this study, which were:

1. Achieved IBPYP Authorization within 1 year of the data collection
2. Transitioned from a traditional US Public School Structure to the use of the IBPYP framework

While this feature was effective in identifying participant schools for this study, due to geographical considerations, I was unable to travel to the sites to consult with the staff and independently identify potential participants. As a result, identification of mid-career teachers for participation was dependent upon the schools' principal/head of school acting as my proxy. While the principal/head of school was provided with clear criteria for participant selection, there are factors that must be considered as limitations in this study. Those factors were the potential selection of participants with:

1. A positive perspective related to the IBPYP
2. A perceived positive view of leadership
3. An omission of participants with a negative view of the changes associated with the IBPYP reform efforts

While it is not possible to conclusively determine the extent to which the sample was representative of the experience of all teachers within each site, this is a clear limitation of this inquiry that must be acknowledged and considered during analysis and conclusions of the study.

6.6.3 Sample Size

Determination of the sample size in this study included an investigation into the literature that supports the concept of theoretical saturation. While there is limited literature

to clearly articulate the point at which no new information or themes will emerge, Guest et al (2006) conducted an analysis of the studies available and determined that 12 participant interviews represented the point of theoretical saturation in a qualitative study using semi-structured interviews. As such, this was the sample size established for this inquiry.

Recognizing that this decision is supported by the literature, it can be argued that 12 participants represents a relatively small qualitative study and that there are opportunities for further investigation using a larger sample size to ensure more comprehensive analysis. Given the complex nature of a school organization, the newly established parameters that define the mid-career teacher, and the factors that contribute to the concept of mid-career teacher resocialization, a more extensive study with a larger sample of both schools and participants may help further develop the concepts explored in this thesis.

6.6.4 Utilization of the Role Boundary Perspective

The role boundary perspective was introduced to the field by Cottrell and James (2016) and characterizes the demarcation point between legitimate and illegitimate behaviors associated with the role-as-practice and role-as-position. While Cottrell and James (2016) note that the role boundary perspective has been found to be a useful heuristic device when studying the process of socialization in the context of the new headteacher, it has not, yet, been extensively applied to studies beyond their initial investigation. As such, the role boundary perspective may be considered a contested theoretical concept in need of further corroboration. While this study represents an original application of the role boundary perspective and reinforces use usefulness as an analytical device for the study of socialization in an educational context that represents an original contribution to the literature, as a contested theoretical concept, it also represents a limitation to the current study.

6.7 Opportunities for Future Investigation

With the introduction of mid-career teacher resocialization to the field, a myriad of opportunities for future research are available to the field. It is important to note that while the research supports the methodology of this qualitative inquiry, it is still relatively small in scale. As such, opportunities exist for researches to develop larger-scale investigations to develop a deeper sense of the full complexity of mid-career teacher resocialization in the context of CSR. Beyond opportunities to extend the current research, opportunities exist to investigate the nature of mid-career teacher resocialization in other contexts of change in

school including individual programmatic implementation, shifts in population demographics, and other contexts of change that may influence the role boundary of an established teacher.

In addition to the efforts to develop the concept of mid-career teacher resocialization further, opportunities exist for practitioners and researchers to develop a framework that includes programs and practices that will support schools and their leaders in supporting the facilitation of mid-career teacher resocialization in a practical way. As a doctoral candidate and practicing school leader, I believe that the greatest value of theoretical research is in the practical application of said research. With the introduction of mid-career teacher resocialization, the field has an opportunity to develop new and innovative strategies to support mid-career teachers through the changes that they will, inevitably, encounter during their careers.

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APPENDIX A
Excerpt from the Primary Years Programme
Program Standards and Practices

Figure 1:

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy

1. Assessment at the school aligns with the requirements of the programme(s).

2. The school communicates its assessment philosophy, policy and procedures to the school community.

3. The school uses a range of strategies and tools to assess student learning.

   a. Assessment at the school is integral with planning, teaching and learning.

   b. Assessment addresses all the essential elements of the programme.

   c. The school provides evidence of student learning over time across the curriculum.

4. The school provides students with feedback to inform and improve their learning.

5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

   a. Student learning and development related to all attributes of the IB

learner profile are assessed and reported

7. The school analyses assessment data to inform teaching and learning.

    a. The school ensures that students' knowledge and understanding are assessed prior to new learning.

8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

9. The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered.

(IBO, 2014, 13 - 14)

APPENDIX B
Introductory Email Communication with Participant School Principal

From: **MATTHEW THOMPSON** <mthompson@greeleyschools.org>
Date: Mon, Oct 29, 2018 at 9:03 AM
Subject: Newly Authorized PYP School - Hoping to Collaborate
To: Marino, Russell [redacted]

Dear Mr. Thompson,

My name is Russell Marino and I am the Head of School/Principal of the Merrimac School in Merrimac, Massachusetts. We are a newly authorized public PYP school in Massachusetts. I'm writing you today in hopes of making a connection with you and your school.

Not only am I the head of school/principal of a PYP public school, but I am also pursuing a doctorate in Education and hope that you and members of your staff would be willing to contribute to my research. The primary goal of my research is to help schools who choose the IBPYP as a model successfully overcome some of the challenges that we know exist. Specifically, I hope to identify the specific challenges that our experienced, or mid-career, teachers face through the implementation process and identify ways to help them through the implementation process. Through the authorization process at my school, I have found that my mid-career teachers (those with 5 – 20 years of experience), have found the shift to the PYP challenging.

As you know, the PYP is not an easy framework to understand or to implement and those teachers who were feeling really secure in their work prior to the implementation of the PYP found it difficult to adapt to these new demands. Because of these challenges, I've decided to use the dissertation phase of my doctoral program to try to help schools, like ours, overcome the challenges that we have faced through the candidature and authorization phases of implementation. I am hoping that we can find a short time to chat, briefly, to see if you and 3 – 5 members your staff would be willing to contribute to my efforts to help future IB PYP Candidate schools? Participation would not be to extensive, likely limited to 1 interview of approximately 60 minutes for each participant. I may have a few follow up questions for participants that can be asked through e-mail. Any information that is provided would be anonymized in my writing to protect the identity of participants and allow for fully candid response during interviews. I'm hoping to interview principals, coordinators, and teachers this Fall.

If you would be willing to explore participation in my study, please respond to this e-mail and we can find time to chat on the phone to explore it further. Again, my primary goal of this dissertation is to help future IB PYP candidate schools support their staff more effectively through the candidacy process. Thank you for taking the time to consider working with me. I look forward to hearing from you.

Sincerely,

Russell Marino, Principal
[redacted]

APPENDIX C
Introductory Email Communication with Participant Teacher
(Names and Locations Omitted of Anonymity)

Hi [redacted],

My name is Russell Marino. [redacted] has been in contact with you about my dissertation research. I am hoping that you may be willing to take a little time to help me conduct my research.

Here's what I'm trying to do:

Transitioning to the PYP is a challenge. I'm trying to learn about how teachers adapt to the PYP through the candidacy phase and through authorization. My ultimate goal is to be able to identify specific strategies that school can employ to improve the PYP implementation process.

I'm also trying to learn about what components of the program are most difficult to adapt to and what your experience through the transition has been like.
I figure it would take a maximum of 1 hour of your time... I can be available whenever works best for you.

Thank you for the consideration and I hope to be able to learn from you!

Sincerely,

Russ Marino

APPENDIX D
Template of Informed Consent

Informed Consent Form for Classroom Teachers with 5 - 25 Years of Experience at Newly Authorized International Baccalaureate Primary Years Programme Schools

You may provide the following information either as a running paragraph or under headings as shown below.

Principle Investigator: Russell Marino
Name of Organization: University of Bath, Bath, UK
Title of Dissertation: Analyzing Mid-Career Teacher Resocialization of American Public School Teachers in the Context of Transitioning to the International Baccalaureate Primary Years Programme

This Informed Consent Form has two parts:

- **Information Sheet (to share information about the study with you)**
- **Certificate of Consent (for signatures if you choose to participate)**

You will be given a copy of the full Informed Consent Form

Research Information Sheet

Introduction

I am Russell Marino, a doctoral student in the Department of Education at the University of Bath in Bath, UK. I am conducting research into how mid-career teachers adapt, or resocialize, during the International Baccalaureate Primary Years Programme Authorization process. This document will provide you information about my study and will invite you to be a part of the research. You do not have to decide today whether or not you will participate in the research. Before you decide, you can talk to anyone you feel comfortable with about the research.

This consent form may contain words that you do not understand. Please ask me to go through the information and I will take time to explain. If you have questions later, you can ask them of me.

Purpose of the research

As an elementary school principal, I have come to recognize that significant changes to a school organization, the instructional practices and expectations, and principles employed can have a significant impact on teachers as individuals. In particular, I have observed that teachers in the middle of their careers, those with 5 - 25 years of experience, experience change in a way that is unique as compared with those who are new to the profession or those nearing retirement. The purpose of this research is to more deeply understand the resocialization experience of mid-career teachers as they adapt to significant changes to their school organization and the expectations of their role-as-teacher.

To isolate the context of a changing school, and to provide focus to my research, I am investigating the experience of teachers whose school organization has decided to shift from

a traditional instructional approach to the International Baccalaureate Primary Years Programme Framework. I have selected schools and their teachers who have implemented the IBPYP for a number of reasons, including:

1. The IBPYP provides a framework with clear definitions and parameters for the school organization.
2. The IBPYP represents, arguably, a shift in professional expectations of the teacher. Specifically, the expectation that the teacher facilitates an inquiry-based instructional design in a transdisciplinary setting for students.
3. The IBPYP provides a common set of changes and experiences that participant teachers may encounter in the resocialization process.
4. Identification of recently authorized PYP schools provides an accessible pool of participants, as compared to less formal school reform models.

Through this research, I hope learn about the specific ways that implementation of the IBPYP impacts mid-career changes and how those teachers adapt to their changing role. I also hope to find commonalities to the resocialization experience that may, in turn, lead to recommendations to support future schools that elect to pursue the PYP as a school reform or innovation model.

Type of Research Intervention

This research will involve your participation in an interview that will take about 1 hour to complete.

Participant Selection

You have been invited to take part in this research because you have been identified as a teacher within your school community who meets the criteria of a mid-career teacher and that your experience as a teacher who has experienced the transition to the PYP can contribute much to our understanding and knowledge about the adaptation process a mid-career teacher experiences during this transition.

- *Do you know why we are asking you to take part in this study? Do you know what the study is about?*

Voluntary Participation

Your participation in this research is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate, it will have no bearing on your job or on any work-related evaluations or reports. You may change your mind later and stop participating even if you have previously agreed to participate.

- *If you decide not to take part in this research study, do you know what your options are? Do you know that you do not have to take part in this research study, if you do not wish to? Please contact me at russell.marino.bath@gmail.com if you have any questions.*

Procedures

A. I am asking you to help me learn more about the impact the transition to the IBPYP, from a more traditional instructional setting, has on the mid-career teacher. I am inviting you to take part in this research project. If you accept, you will be asked to participate in an

interview with me that will take approximately one hour. If need arises, you may be asked to participate in a follow up interview to gain deeper insights into your experience.

B. During the interview, you will be asked questions that fall into 3 primary categories, including:

1. How your role as a teacher has changed as a result of your shifting to the IBPYP.
2. How the changes in your role have affected your perception of your impact on student learning in your classroom.
3. The nature of your relationships and the impact of the change on the culture of your school.

Care will be taken to ensure the questions that are asked and the information that you provide do not place you in a position of discomfort. You will be entitled to not answer any question that you are not comfortable answering.

The interview will take place remotely, using phone, SKYPE, or Facetime at a time that is convenient for you. The interview will begin with me ensuring that you are comfortable participation in the interview. I will ask you a series of questions about your experience through the PYP candidacy process and the authorization process. The questions will focus on how your role has been impacted by the shift, how these changes have affected your sense of self-efficacy, or your personal sense of your effectiveness in your role, and how the shift to the PYP has impacted the culture of your school and the relationships between you and your peers.

No one else but you and I will be present during the discussion. The entire discussion will be recorded but all names, including our name and the name of your school organization, will be omitted from the recording. The recording will be kept in digital format on my computer with a backup of the recording saved in my GoogleDrive account. The information recorded is confidential and no one else, except me and my supervising Professor, Dr. Chris James, will have access to the tapes. The tapes will be destroyed no more than one month after the conferring of my degree at the University of Bath.

Duration

This research will take place from March, 2018 - June, 2019. During that time, we will find a time that is convenient to you, using a method that is most comfortable for you to conduct an interview of approximately 1 hour.

- *If you decide to take part in the study, do you know how much time will the interview take? Where will it take place? If you agree to take part, do you know if you can stop participating? Do you know that you may not respond to the questions that you do not wish to respond to? If you have any questions, please contact me at russell.marino.bath@gmail.com*

Risks

Participation in this study will ask you to share your experience transitioning to the PYP in your school setting. You will be asked to convey your experience as it relates to your professional performance and you will be asked about the impact your principal has had on you, your practice, the school culture and climate and your principal's performance. I may ask you questions that you may be uncomfortable answering. You do not have to answer any question or take part in an interview if you don't wish to do so. You do not have to give me any reason for not responding to any question or for refusing to take part in the interview.

Benefits

There will be no direct benefit to you, but your participation is likely to help me find out more about how mid-career teachers adapt to their changing organization, specifically as that organization implements the IBPYP. There may be benefits to the IBPYP community in that the outcomes of this research may lead to specific recommendations that schools may implement to better meet the needs of mid-career teachers as they adapt to the IBPYP.

Reimbursements

Participation should result in no costs to you. If you incur any costs related to your participation in this study, please provide me with evidence of those costs and I will provide you with reimbursement.

- *Can you tell me if you have understood correctly the benefits that you will have if you take part in the study? Are you aware that you are entitled to reimbursement for any costs incurred as a result of participation in this study? If have any questions, please contact me at russell.marino.bath@gmail.com.*

Confidentiality

This research will be published as my dissertation and will become publicly available. In addition, the research may result in publications. The dissertation and any corresponding publications will take care to ensure that your information, including your name, school, location, and any other details that could identify you are anonymized. I will anonymize all information throughout my writing for all participants to ensure confidentiality is maintained. My research advisor and I will be the only individuals who have access to your identity and the specifics of your participation in this study. Your personal information and your responses to questions will not be shared with or given to anyone except my advisor, Dr. Chris James and the University of Bath, Bath, UK.

APPENDIX E
Template of Certificate of Consent

Certification of Consent

I have been invited to participate in research about the resocialization of mid-career American public school teachers as they adapt to the IBPYP

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study

Print Name of Participant: _____

Signature of Participant: _____ _____

Date of Participation: _____ _____
Day/month/year

Statement by the researcher/person taking consent

I have shared the information sheet to the potential participant, and to the best of my ability made sure that the participant understands that the following will be done:

1. **All responses and information related to participation will remain confidential.**
2. **Explained the nature of the research and the interview process being asked of the participant.**
3. **Provided the participant with the nature of potential benefits and risks associated with participation in this study.**

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this ICF has been provided to the participant.

Print Name of Researcher/person taking the consent

_____
Signature of Researcher /person taking the consent

_____

Date _____
Day/month/year

APPENDIX F
Amended/Final Semi-Structured Interview Guide

Initial Questions

Can you tell me a bit about yourself and your school?

How was it determined that the school would be a PYP school and how were you informed?

What role has building leadership played throughout the process of transitioning to the PYP?

Questions - Role

How did your role change and how? At what point did you realize that your role was shifting?

What professional learning and collaborative experiences were provided to you and the staff and how would you characterize the transition to becoming a PYP teacher?

Questions - Self Efficacy

How would you characterize your sense of self-efficacy as a teacher prior to the implementation of the PYP, during the candidacy phase and today?

What are some of the factors that contributed to changes in your self-efficacy?

Questions - Social Acceptance

How has the professional culture changed as a result of the implementation of the PYP?

APPENDIX G

Jennifer (Durango)
Interview Transcript

Tell me a bit about yourself, what you teach, how long you've been a teacher, how long you were a teacher prior to PYP

So, I have been teaching for about 20 years now. I've taught everything from preschool to 2nd grade, primarily in the early childhood years. My longest stints have been in preschool and second grade. I've also been for some of those years a preK director and was leading a group of teachers within the preschool. I've been in the current district for 9 years and I've been at the school I'm at, dos rios, for 5 years.

How was it determined that the school would be a PYP school and how were you informed?.

For a few years, our principal had been discussing it as something that we could pursue. She had been a principal at a PYP school in New York. She was also a member of the PYP authorization team… so she had a very deep understanding of the program. So it was presented as a possibility. The staff had a general sense of what the PYP was because of our principal and there was, generally, a pretty positive reception to the idea.. When we came back after the summer we were told that it's happening. We weren't included in the process, but we weren't surprised.

I tend to like change and throughout my career I've made changes on my own. I enjoy learning something new. I got a sense that the pyp aligned with my teaching philosophies. So it was a positive outlook for me.

So when you were first introduced to the PYP, how much of the detail did you know and how did new learning impact your perspectives?

Going in, I didn't know very much about it other than what the principal had shared. It was new to me. So, just giving this basic idea of what it was, more inquiry based, a little more, I think the impression I got was that we were going to have more freedom than we had had in the district with what to teach, more theme based, looking at the needs of the students, rather than being given a strict schedule to follow, which was what we had been used to for so long. When we really got into it, we realized there was a lot to do. It was a huge shock for myself and members of my team. We really, for the most part, had been very structured. When I first came to the district, basically, every single… if you walked into any second grade classroom, you would see the same thing, down to the minute. Then, given the freedom to do more, how could we put it all together. That's where it became scary.

What parts were scary?

I think looking more at inquiry based, developing a central idea… wanting the kids to do that but not having… for me, i hesitated on whether or not the permission was there to discard some of the things that we were using to use different things. It was a huge transition in the district, but it was still that feeling of hey, if they walk into my room and I"m not doing the same thing as the teacher next door, is that going to be a problem. So… and then I think, just, you know making sure we were meeting all of the standards and the needs of all the kids. It was overwhelming to think that about how to get it all to come together.

Talk to me about your development of understanding of how your role was going to shift from before to where it is today?

I think, you know, I think I did a good job, we went through the making the pyp happen training. We were introduced to things that way. And then, with a lot of, you know, i think, can you say the question one more time… It was a big change in the role of the teacher in our school.

It's still evolving. I switched grade levels and feel like I went back a few steps. Like I said, especially with the reading curriculum that is much more directed in the first grade. But, over time, I still, in some respects I maybe had an easier time than some people did, that even though I had been in the district and dealt with the structured teaching, through all of the trainings, the collaboration with my team, I was able to make those changes and feel like I'm developing as we go. I think I'm the type of person that that's how I've always lesson planned for the most part. I know where we're going and I know for the most part what they're needing. I'm able to find different ways to ensure they get what they need. I think a lot of it came from having those experiences with young children in preK where so much of our learning was basedon the student centered and directed where we are going next. And so, I wasn't afraid to take those risks, where I think some may have been. Last year, I had been in second grade for 4 years. I was feeling very comfortable with the unit planners, making changes to them, trying to take them further than we had taken them before and implementing a lot more things, for sure.

What role did the school's leadership play through the transition to the PYP?

PYP coordinator has done, I think, a great job, but I think it was her first step in the PYP also… and so, she's been learning just as much as we have along the way. I think having that for support, her ability to understand that we could dip our toes in, go a bit further each time… that's helped a lot. She's a part of our collaborative planning each week. She was able to help us put things in… take our ideas and help put them into action. She's encouraged us along the way to go a bit further and try new things. We also have some time during staff meetings, during professional development days, and some days where the school gets us substitute teachers in order to take the time needed to plan. Our PYP coordinator is always there to support our meetings.

The principal who brought the PYP to the school left shortly after we began implementation. She was replaced by the assistant principal who was there during the start of implementation. He was learning the PYP along with the rest of us also. He's been a big support and… Also, the principal who brought it in and started the candidacy process with us, she worked in IB for a long time, so having her knowledge… she was good at questioning us when we would sit down to plan. They've always done a good job giving us time, with substitutes, and plan for a few hours at a time. During those planning times, she would do a good job with asking leading questions to think further, make it more conceptual, make it more how to help the kids get to that point too.

With a PYP coordinator and Principal who were learning next to you, did you find that their lack of depth of knowledge acted as a barrier?

I think, at times, it was a barrier. I wanted to be told what to do sometimes. There were times that I just couldn't picture what I needed to do. Those were the times that I felt they really didn't know what they were saying either. They gave us opportunities as we were going through the process to go see other IB schools. We were wondering what it was supposed to look like… I remember going on a visit and seeing a typical classroom. I felt like sometimes, do they really know what they are talking about? Can they give me more

information. Other times, those lightbulbs would come on at the same time for all of us.. And we could celebrate together. We were all working on it and it was new to all of us. Yet there were times that I wish I could have been asked more guiding questions that they knew would take us to where we needed to be but since they were so inexperienced, they couldn't take us to where we needed to be.

What instruction in your classroom looked like prior to the PYP?

For the most part, we were, our basic schedule of the day it has been really hard to kind of, to me from what I've learned it needs to be more flowing through the day and more transdisciplinary. I don't think we're there yet. I think we could be doing more of that as far as our unit of inquiry isn't one part of the day but it needs to be going throughout the day. Our schedule is too structured for that. We have a block of time for each discipline. That needs to flow better. I moved from second grade to first grade this year and the reading curriculum… in second grade, the reading curriuclum aligned with the units and transdisciplinary instruction was more effective. In first grade, it's a direct instruction program and it is, there's very few ways to tie our Unit of Inquiry.

Having the concept based gets really difficult.

Thinking about your role as a teacher within your classroom… in what ways has your role changed?

Um, before the candidacy, so much of it was teacher directed. I set the kids up with… not that I agree with it, but it was the way it was… I was giving them the information and doing things to engage them in activities. I was the lead on most of it. As we continue to approach it, I've released some of that myself, tried to provide more time where I'm just kind of guiding or, you know, helping them to find answers, asking questions, to help them to discover things on their own.

My role also shifted in the way I was planning instruction. I went from an implementer of the curriculum that was given to us to a developer of the curriculum. I was excited about this change. I had taught PreK previously. In PreK it is so much inquiry-based, constructivist that I was able to… I felt like starting to follow the leads of the kids some more and developing the lead of the kids and pursue their interest and their questions. In some respects, it was more exciting, it was more work, but it was exciting.

DId you find that there were stops and starts along the way

Absolutely… you mentioned the PoI and I can remember him one meeting where they were like, we need to make sure that things on the PoI were meeting the descriptors for the units… how are we going to do that. I can remember sitting there debating between the grade levels who was going to take what and how we were going to get it covered. And things like, as far as, trying to incorporate the standards into our units of inquiry. The differences between each grade level are so minor sometimes, how do we make sure we're not stepping on each other's toes. There were times that we were going back and forth and it was getting frustrating at times.

How did those things come to a resolution and what was the emotional impact

For the most part, most of them we would work through together. There were times that if we discovered that if 2nd grade was doing something too similar to what 3rd grade was doing, it was left to us to figure out on our own. And I know that some of that did cause some frustration among some teachers. There were times that I was frustrated with it. I think that, again, so many of us were coming from the structured environment with directed instruction to more freedom to do our own planning and it was nice but it was frustrating when it was looking too similar to another grade.

Did those conflicts in the development of the PoI result in conflicts among staff?

For the most part, I don't think so… I think… For me personally, I'm one that tries to stay out of stuff like that as much as possible. Try not to get involved with any of that. Being in second grade, our buildings were in the portables. I think I missed a lot of the stuff like that? At times, I heard gossip and stuff of things that were going on, I think, in every school or organization there are personalities that are going to be stronger and expect to get what they want and I think it happened some, but I can't think of anything specific or, so big that it caused a lot of problems in the school.

What kind of professional development opportunities were provided to help with the implementation of the PYP?

So, I attended the Making the PYP Happen workshop that they brought into our school when we started the candidacy. So it was the first, we had 2 or 3 extra days before the rest of the district were back that we had training. To me it was very overwhelming. All of the different parts of it, but yet I think they gave a lot of good information in the time and as time went on, the learning from that course would come back and make sense later. I can remember sitting there in those three days wondering what we had gotten into and asking why I was there. I also think part of it was wondering how we make this work with what we had been doing. Wondering if we were going to be given the permission and leeway to put this into place. Are we going to be able to put this into place. We also meet regularly with our teams with the help of our coordinator. These collaborative times are really learning times as well. The school also takes the time during staff meetings and professional development days to give us chances to learn.

Before the implementation of the PYP, I was in shock by the amount of direct instruction that had been implemented here. It just about killed me as a teacher. I was thrilled to go back to something that would give the kids a chance to discover something. But there was this ongoing wonder of whether we were going to be allowed to do everything that is part of the PYP.

I'm wondering, do you still feel that way?

I don't as much… I feel like I have, especially the last couple of years in the second grade that I had the permission to combine some things and move some things around in my schedule, still trying to combine the math with the units is difficult one for a lot of schools. For the most part, we were given a new reading program and we were all of a sudden able to connect our planners and the reading from the reading program really well within our planners. We were getting to the point of having some nicely laid out units of inquiry that led to student questions and the implementation of their questions were leading them to.

Last year, what were some of the things that you hoping to do next if you were continuing on that path

Make, you know, I think, making our schedules more fluid as far as instead of having set times for the individual disciplines, having a big, wide literacy block that pulls in all different types of learning and then continuing to develop those planners. To me, it was time for some of them to go by the wayside and find new questions to get the kids asking. I think, also, finding out more of what the students' questions are before we do a lot of developing a lot of lessons and activities and things like that.

What aspects of the PYP are you feeling good about? What are you still struggling with?

You know, when we first started, there was so much to learn. There was so much to learn, the vocabulary and language alone were daunting. It's taken me a few years to make the language my own, to be able to integrate it throughout the day naturally. We are a few years into our implementation now and I'm just starting to feel comfortable with the majority of the program. I think the Learner Profile and the Attitudes have been some of the easier things to implement from day one. Even with the second graders, they are coming in with a good foundation for those and are able to describe what they mean and use the terms. I think the concepts are still really hard for me. Making sure that I'm looking at and teaching the concepts more effectively. Making sure I'm staying conceptually driven. The AtL, I can always grow and improve those. They're still pretty tough. I feel like I'm not, that I don't address those directly, as far as telling the kids what they are. I feel like I need to get better at things like that. I'm also still developing as a teacher of inquiry and transdisciplinary units.

Switching from the role to your personal perceptions of your work as a teacher and your self-efficacy. How did you feel about your ability to impact students prior to the implementation of the PYP?

I had always been confident in my ability to meet the needs of my students. There were some things that frustrated me… I think that I was more worried about behaviors and more frustrated with behaviors and the kids weren't getting it when I was teaching along the continuum provided by the district.. I felt very negative and that the kids weren't growing fast enough. The scores for my kids were always tough. It was frustrating. I knew that I would be able to help them though but there were a log of discouraging days to me. There were times in my career where I had been able to be more independent and wasn't given scripts as much. With the scripted instruction, It felt like I wasn't having as big an impact on my kids as I could. I was getting through each day and was being told what to do.

How about those first years during the candidacy phase…. When you were going home those first years, what was your feeling about your impact on kids.

It was exhausting. It was questioning if I was really getting them everything they needed to have from being at a time where I was handed the information and I gave it to the kids to me deciding what I was going to include and what parts and what things were going to look like. There was always that worry of are they getting what they need? Am I giving them what they need? I think I questioned myself a lot more and what the day to day was going to look like. It made me feel uncomfortable. I wasn't discouraged, but it was just… it was

worrisome. I have these little brains that want to learn and how can I get it to them. It caused some stress. I felt like we were moving in the right direction.

How do you feel today?

There's a lot more days where it's clear the kids are learning other days where it's not. I'm always second guessing myself. There're a lot of variables that cause me to think, shift and change. There hasn't been a time that you go home and feel like it went just right. There's always something that could be changed and improved. It's really exhausting. Even with that, I feel like there's more excitement with it… where do we take it next. We were in PD talking about a new social studies curriculum for next year and there are alignments with the PYP and that's exciting. As I go each day, listening to what the kids are discussing and what they're excited about and the learning that they have and seeing them have more of that independence and the thinking on their own. It's very exciting to me. There are a lot more days that I come home and the behaviors aren't as much of a problem. I'm thinking about how do I challenge the kids and helping them find their answers.

What were some factors that contributed to changes in your self-efficacy?

There were a few things that I think have helped me. The opportunity to collaborate with my colleagues has helped me out a lot. We get a chance to talk frequently. Work through the challenges that we're having. Develop lessons together. That has been a really big help, and a good support on those tough days. We've also had a lot of PD. Staff meetings, IB workshops. Our PYP coordinator helps us through meetings a lot and helps us think about the things we need to do. But, I think, a lot of it has to do with time. We've been doing this for a few years now and I have learned a lot. I've developed new skills. Sometimes, change just takes time.

How would you characterize the culture before the PYP and since its implementation?

I think that there was some division. I think that I think a lot of people felt unsatisfied with the job they were asked to do. It was hard to feel like a teacher sometimes because we all know that we have to do what's best for kids and we felt at that time that we weren't doing what's best for kids. We were teaching them what they needed to know to pass a test. I'm not sure that it was a happy place to be.

How were the relationships between individual members of staff?

I can't think of any real conflict that stood out to me. You'd always hear rumblings of things of people who were frustrated with others. Nothing, I know that there were times that some felt like others weren't doing their job. 3rd grade would blame the 2nd grade that the kids weren't prepared. Things like that. There were times that I saw more of that before the PYP.

Has it changed?

For the most part, we've had a pretty high turnover rate. For me on the second grade team, I was the only team member that stayed all 4 years. It was just constant change in teams. I think it's really hard to develop that culture of trust, to collaborate well, make decisions well together, take the risks that we needed to take to implement the PYP.

Is the high turnover rate related to the implemnetation of the PYP

There were a lot of reasons. I think there were a handful of teachers that implementing th PYP has been hard and scary and they left because of that. They looked at other schools in the district. But it's not the only reason.

How has the professional culture changed since the implementation of the PYP?

I think there have been people who have tried to go against the PYP or, you know, um, haven't been as supportive of the PYP and authorization that, like you know my team this year I was surprised… I made the decision that I wanted to make a change. I had a teammate that wasn't a fan of the PYP… I've found that tough to work with. I can name some others who are unsure of the PYP and delivering teacher directed learning.

As we get newer teachers on the staff, I see them becoming more excited about it, willing to take the risks, are open to you know, to implementing it and being a PYP teacher. And I think it's more of what quite a few of our teachers come from the university here and in the years past, 4 or 5 years ago, when the district was so using the methods that it chose, the university was having a hard time and the teachers who were coming from the university were hving a hard time with it because they were learning how to teache in ways that were more in line with the PYP..

Anything else that you'd like to add?

I can't think of any… As I've grown into the PYP, I've become thrilled about the pit getting back to the concept based, inquiry based experience. I think it's the way the kids learn best. They are excited, engaged, it makes me happier to see them that way. It has definitely been a challenge. Learning new skills, changing the way we teach. But I feel much better about my teaching than I did before we implemented the PYP.